

c.a.u.t. BULLETIN de l'a.c.p.u.

OCTOBER

1968

OCTOBRE

Annual Reports — Rapports annuels

Developments at Simon Fraser University

Reports on Salaries — Rapports sur les traitements

Financing U.S. Higher Education

Book Reviews — Notes de lecture

Index to Volume 16 — Index du tome 16

VOLUME 17 TOME

NUMBER 1 NUMÉRO

THE CANADIAN ASSOCIATION OF UNIVERSITY TEACHERS
ASSOCIATION CANADIENNE DES PROFESSEURS D'UNIVERSITÉ

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ASSOCIATION CANADIENNE DES PROFESSEURS D'UNIVERSITÉ

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TABLE OF CONTENTS — TABLE DES MATIÈRES

	Page
C. B. Macpherson, President of the C.A.U.T.	2
The May Council Meeting	4
Annual Reports — Rapports annuels	
Report of the Executive Secretary	8
Report of the Treasurer	17
Report on the J. H. Stewart Reid Memorial Trust Fund	20
Developments at Simon Fraser University J. Percy Smith	23
Report of the Salary Committee P.-P. Proulx	34
Salary Scales for Lay Staff. D.B.S.	
On Financing U.S. Higher Education E. J. Monahan	67
A.A.U.P. Censured Administrations	75
Book Reviews — Notes de Lecture	
The Academic Revolution E. J. Monahan	77
The Commonwealth of Learning J. Percy Smith	82
Whose Goals for American Higher Education E. J. Monahan	85
Universities: American, English, German E. J. Monahan	87
Notice of Positions Vacant — Annonce des postes vacants	88
Notice of Persons Available for Appointment — Annonce des professeurs disponibles	92
Index to the C.A.U.T. Bulletin , Volume 16 — Index du Bulletin de l'A.C.P.U. Tome 16	

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A MESSAGE FROM THE PRESIDENT

To have accepted a nomination to the presidency of C.A.U.T. while away from Canada for a year on sabbatical leave was, if not unwise, unusual. Having been out of immediate touch with events in the Canadian university community for the past year — a year in which there has evidently been a considerable shift in faculty-student-administration relations — I cannot usefully offer a résumé and forecast of the work done and to be done by C.A.U.T. I can only offer the hope that such experience as I have had, over the last several years, first as a proponent of C.A.U.T. while it was getting off the ground, then as chairman of one of the larger constituent associations of C.A.U.T., and later as chairman of the first provincial organization of constituent associations of C.A.U.T. (which provided some experience in working with the provincial organizations of university presidents and of students) will turn out to have been a useful apprenticeship.

I am happy to follow an unbroken line of C.A.U.T. presidents who have combined active scholarly commitments with active concern for the part that faculty should take in the development of Canadian universities. The ability of the Association to enlist such talents, for all of its many demanding executive and committee positions, is no doubt part cause and part effect of the standing it has attained in the academic community, a standing markedly higher than its counterparts in some other countries enjoy. We are fortunate in Canada in the extent of the recognition, at least within our academic world, that the strength of a university is the strength of its faculty. I hope that this recognition can be broadened. I do not think that our efforts in that direction need lock us in mortal combat with either the A.U.C.C. or the C.U.S.

C. B. Macpherson,
President, 1968-69.



C. B. MACPHERSON

Dr. Macpherson is Professor of Political Science at the University of Toronto. An eminent scholar of international reputation, he is a member of the Royal Society of Canada and has served on the executive of the Canadian Political Science Association, the International Political Association, and the Social Science Research Council. As chairman of the presidential advisory committee in the faculty of arts, he was responsible for the report on *Undergraduate Instruction in Arts and Science* at the University of Toronto published in 1967. During the past academic year he was an Overseas Fellow of Churchill College, Cambridge.

Professor Macpherson has had long experience with faculty association affairs, having been chairman of the Association of the Teaching Staff at the University of Toronto and of the Ontario Council of University Faculty Associations (OCUFA).

THE MAY COUNCIL MEETING

— A BRIEF REPORT —

The annual meeting of the Council and of the general membership took place at the Skyline Hotel, Ottawa, on May 25-26. Forty-one member associations were represented, four being absent. Among the guests present were Mr. Jordan Kurland, Associate Secretary, A.A.U.P., Mr. Ralph Mitchener, Office of the Secretary of State, and M. Pierre Boulet, Dominion Bureau of Statistics. There was a larger than usual number of alternates and observers.

1968-1969 Executive

The following members were elected as the Executive and Finance Committee of the Association for 1968-69:

President:	Professor C. Brough Macpherson (Toronto)
Past-President:	Professor Howard D. McCurdy (Windsor)
Vice-President:	Professor George A. McAllister (U.N.B.)
Treasurer:	Professor Donald C. Baillie (Toronto)
Members-at-large:	Professor Willard F. Allen (Alberta)
	Professor Fritz K. Bowers (U.B.C.)
	Professor Arthur P. Monahan (St. Mary's)
	Mlle Alice Desjardins (Montréal)
	Professor Roger Verschingel (Sir Geo. Wms.)

As a result of discussion of the Report of the Nominations Committee, a motion was passed requesting the Past President, as Chairman of the Nominations Committee, to examine existing nominations procedures with a view to improving them. In addition, Council instructed the Executive and Finance Committee to establish a committee to conduct a thorough examination of the Constitution of the Association and bring back to Council a report with recommendations for amendments.

Motion of Censure against Simon Fraser University

The most important business at the Council involved the motion to censure the President and Board of Governors of Simon Fraser University. An account of the events leading to and following from the censure motion is found on pages 23-33 of this *Bulletin*.

New Affiliates

Two new member affiliates: Notre Dame University of Nelson Faculty Association and the Faculty Association of the University of Lethbridge, were voted into the C.A.U.T. and their representatives welcomed to Council. An announcement was made of receipt of an application for affiliation from the Mount Saint Vincent University Faculty Association (Halifax, Nova Scotia).

The Executive Secretary reported with regret receipt of a letter from L'Association des professeurs de l'École de médecine vétérinaire de la province de Québec, indicating the decision of this Association to withdraw from affiliation with the C.A.U.T.

Committee Reports

Reports were received from various of the Association Standing Committees, and some of these are published elsewhere in this issue. The *Report of the Salary Committee* is printed on page 34.

A.F. & T. Committee

The Chairman of the Committee on Academic Freedom and Tenure gave an oral report on the activities of that Committee during the year. In addition to a very heavy case load, the Committee completed its work on a *Statement of Academic Appointments and Tenure*, now official Association policy (See, C.A.U.T./A.C.P.U. *Bulletin*, 16, 3, February, 1968, pp. 4 - 20.)

In accordance with an undertaking made at the time Council approved the *Policy Statement*, the Association of Universities and Colleges of Canada was approached and invited to endorse the *Statement*. As a result of meetings between members of the Executive and Finance Committee of the C.A.U.T. and the Board of Directors of the A.U.C.C., A.U.C.C. has agreed to prepare a written statement of objections to and criticisms of the Policy statement and the Executive Secretary of the C.A.U.T. to prepare an analytical tabulation of cases handled by the A.F. & T. Committee. When completed this will be published in the *Bulletin*. Further negotiations between the A.U.C.C. and the C.A.U.T. on this subject will continue.

Joint Continuing Committee on Pensions

Council received a report on recent developments in the Joint A.U.C.C. - C.A.U.B.O. - C.A.U.T. Continuing Committee on Pensions.

After a delay of almost one year, caused in the main by a lack of financing, the Committee is now proceeding with an actuarial feasibility study of certain major recommendations of the Ingraham *Report*. Mr. Sam Eckler, C.A., an associate of Dr. Ingraham on the earlier study, has been retained to conduct the feasibility study. The Executive and Finance Committee, in April, voted to contribute one-third of the cost or \$5,000.00, whichever is the lesser, to assist in financing this feasibility study.

ETV

The Executive Secretary reported to Council on negotiations with the Ontario Television Council over a proposed joint submission to the Economic Council of Canada on matters of Canadian Copyright Law relating to ETV. A C.A.U.T. Committee was working to finalize a draft set of guidelines covering copyright and the Executive and Finance Committee had voted to allocate the sum of not more than \$1,000.00 to assist in the cost of preparing a submission to the Economic Council.

UNESCO Resolution

Council approved unanimously a draft resolution to be forwarded to the Canadian National Commission for UNESCO and the government of Canada requesting UNESCO

“to bring about a careful study of the implications for universities of the Declaration of Human Rights and of the best means of protecting and promoting those freedoms that are necessary to enable faculties and students of universities to play effectively their part in the advancement of the objectives proclaimed by the Declaration.”

Council endorsed a decision of the Executive and Finance Committee to establish a C.A.U.T. Committee to make a study of the social responsibilities of the members of the university community. The reason for this decision was given as the increasing incidence of unrest among students and faculty and the growing general concern over this.

The Treasurer presented his *Report*, including the proposed budget for 1968-69. It appears on pp. 17-19.

New Executive Secretary

The President announced that the Executive and Finance Committee had appointed Professor Alwyn Berland, presently Dean of Arts

at the University of Saskatchewan (Regina), Executive Secretary, to succeed Professor J. Percy Smith. Professor Berland will join the National Office Staff on January 1, 1969 and assume the office of Executive Secretary on July 1.

Annual General Meeting

At the Annual General Meeting of the Association, held on the evening of May 25th, a new revised Trust document for the J. H. Stewart Reid Memorial Trust Fund was approved and members heard from Professors Donald Rowat and René Hurtubise, Co-Commissioners for the study of the Relations between Universities and Governments.

E. J. M.

REPORT OF THE EXECUTIVE SECRETARY

May 1968

As is always the case, the majority of items that might ordinarily be expected to form the substance of the Executive Secretary's report are on the agenda of the Council meeting, and it would be superfluous and perhaps even improper if I were to comment on them here. I should like therefore to refer briefly to some of the work done by the national office in the past year that is unlikely to come before Council now, and to relate some of that work to what at least a few of us have felt for many years to be the larger strategy of this Association.

One year ago, as I concluded my report to you, I said that the implementation of the decision taken in the previous year to maintain the breadth of our programme had "placed an enormous strain on our existing resources, which (could) not be sustained on the basis of the present national office staff without a serious decline in effectiveness." Although the clerical side of the national office staff has been slightly enlarged, the rest is as it was; it is therefore well to look briefly at the prediction referred to.

In addition to those matters on the Council agenda and to the normal routine business, the office was able to produce a brief to the Royal Commission on Security, a brief to the Commissioner studying the organization and functioning of D.B.S., and an analysis of the implementation of the *Duff-Berdahl Report*; to bring to a reasonably satisfactory conclusion our efforts, begun more than a year ago, to get the MacDonald Commission on Research Support put on an acceptable basis; to examine the implications of participation by the C.A.U.T. in a study of Student Housing, initiated by the A.U.C.C.; and to continue to represent the Association in contacts with other organizations, with governments, and with the public at large. I shudder at the thought of the number of meetings in which one or more of us have been engaged, and I shall not now clobber you with statistics. A couple of figures may be of interest, however. The growth of the Association and its programme, and the development of provincial groups, have increased the amount of travelling required. Between September 1 and May 15, I myself was away from Ottawa on Association business a total of 71 days. On the basis of a seven-day work week, that means rather more than one day in four. I have not asked Dr. Monahan or Mlle Lapointe to provide me with their records of travel, but they have done

their full share. During the past year Dr. Monahan and I have between us visited 37 campuses, some of them several times.

It seems to me that we have achieved a good deal, then. Nevertheless, I have to record that the decline in effectiveness that I predicted has to some extent come about, and will become more serious in the near future unless we can attract additional members to the professional staff. Several important committees that the Executive and Finance Committee or the Council decided to establish have remained unstaffed, and their projects accordingly unlaunched, simply because Dr. Monahan and I have not had the time necessary for reflecting on the needs and approaching the appropriate people — a matter that almost always requires a fair amount of thought and sensitivity. Further, on several occasions we have found ourselves blundering just because we were overburdened. In these matters the immediate prospect is not reassuring.

I should like now to turn to three events with which the national office was involved in the past year, which are related to what I have called the “larger strategy” of the Association. I hope that that phrase is not unduly pretentious; I shall try to make its meaning clear as I go along. All three “happenings” (if I may use the New Left jargon) to which I want to refer have been pretty well advertised, and I shall review them only briefly.

First: In October 1967 Premier Thatcher of Saskatchewan announced his Government’s intention of obliging the University of Saskatchewan to make its financial requests to the legislature in the same manner as any other spending department of government. A month later, he indicated that the University operating budget would be subject to sub-votes — that is, that it would be broken into various sub-units for presentation and debate in the legislature. The Faculty Associations at Saskatoon and Regina went promptly and vigorously to work to resist these proposals, with the result that eventually Premier Thatcher was obliged to withdraw the threat that he had made, at least for the time being. Since politicians, like other people, will seek solace for humiliation if they can get it, Premier Thatcher appears to have found a source of consolation in the operating budget of the University, and in the removal from the new University Act of a clause that would have provided faculty representation on the Board of Governors.

The role of the national office in this matter was not great, but we did what we could. We sent, jointly with the Canadian Union of

Students, a lengthy telegram to Premier Thatcher, pointing out the errors of his ways, though the telegram remains unacknowledged. And we sent the Associate Executive Secretary to participate in public meetings in both Regina and Saskatoon at which the crisis was debated. Whatever else may have resulted from his visit, we did receive from the President of the University a complaint about the fact that the Associate Executive Secretary had the temerity to make some public comments on the system of government at the U. of S.

I mention this "happening" not because of the involvement of the national office, but because of its significance as an expression of the uncomfortable and undesirable relations that may exist between universities and government; because of the fact that it was the Faculty Associations — not the President or the Board of Governors — that took the lead in fighting the battle on behalf of the University; and because — although they knew that their own salaries were likely to be adversely affected by the action they took — the members of those Associations recognized clearly the wrong of betraying a principle for the sake of a supposed future gain. To put it another way — they recognized that if a pirate has his guns on you, you should for God's sake rock the boat.

Second : In February of this year a series of events at the Ontario College of Art had their culmination in the abrupt and summary dismissal, with no notice, no charges, and no hearing, of two members of the faculty of the College. The story of these events and something of their aftermath was related in the April issue of the *Bulletin*. Your national office was involved in that the Executive Secretary had been for many months trying to help the OCA Faculty Association to become an effective body, so that when the dismissal occurred and there was plainly no other course to be followed, he addressed on your behalf an appeal to the Minister of University Affairs for a governmental enquiry into the administration of the College — an appeal that was paralleled by appeals from OCUFA, from several faculty associations, from the Chairman of the Committee on Academic Freedom and Tenure, and from many individuals. After these appeals were heeded and an investigating officer was appointed, your Executive Secretary and some other members of the Association did a good deal of the work of preparing a brief for presentation to him, recommending changes in the structure and governance of the College.

Third : At the last week-end in March, the Associate Executive Secretary and I became deeply involved in an effort to alter the course

of events in Prince Edward Island, where a Bill to establish a Grants Commission to deal with the two Island universities had been introduced into the Legislature. The Association is of course on record as favouring Grants Commissions; what disturbed us was the fact that the Bill gave no assurance of academic representation on the Commission, and that it conferred powers on the Commission which seemed to us quite wrong. Let me read you the crucial clause (members of Manitoba associations will recognize its source):

"The commission may require, by written order, a university to cease to provide or offer, or to withdraw, any service, facility or program of studies involving moneys at the disposal of the commission which, in the opinion of the commission, is adequately offered or provided by another university or for which in the opinion of the commission, there is no substantial justification; and the university shall comply with the requirement."

After Ed Monahan and I had spent a rather busy week-end of telegrams and telephone calls, the Government of the Island decided to withdraw the Bill. I do not suggest that we wrought this deed singlehanded; I do think that we helped. The upshot of it has been that the Government has now introduced a further piece of legislation aimed at providing a careful study of the needs of the Island in post-secondary education and making way for a pattern of institutions reasonably suited to the needs and the economy of the Province. In this latter development it seems to me that the faculty associations at St. Dunstan's and Prince of Wales have played and will play a significant role.

I mention those three incidents because they involve the two major themes of C.A.U.T. policy through the past ten years: the reform of university government, and the clarification of the relations between universities and governments. These two themes have provided the framework of ideas within which the Association has moved. If you look back at the volume of essays published four years ago, called *A PLACE OF LIBERTY*, you will see how unmistakably both themes occur. (Incidentally, this work is still available and well worth reading.) It is quite clear that the first of them — the reform of university government — had first place in that volume, and the reason is not difficult to see: it was absolutely necessary that the universities clarify and strengthen their own structures and procedures in order that they might speak coherently and with something like a concerted voice about their responsibilities and their needs. It was essential that the idea of community be re-established among them if they were to make sense

to the larger community within which they exist, and which they serve.

No one, I should think, could deny that we have moved a long way in the reform of university government. Ed Monahan's review last fall of the progress made since the publication of the Duff/Berdahl *Report* makes it clear that setbacks like the Thatcher one are exceptional. We have not moved either as fast or as far as I myself should have liked, but no one can deny that we have moved. Whether we shall in fact avoid in Toronto and McGill and U.B.C and Montreal scenes such as those that have stained the records of Berkeley and Columbia we do not know. If we manage to do so, I think a good deal of the credit will belong with those numberless faculty members and administrators who have sat on numberless committees for numberless hours, wrestling with the problems and responsibilities of university government. It is just possible that we may have permanently avoided comment of the sort made by the Education Editor of the *New York Times* a few weeks ago :

"What makes the universities so vulnerable is that neither the administrations nor the faculties, except in a crisis, have given priority to updating the universities' governmental structure"

and again,

"In the end (at Columbia), in Berkeley's now classical pattern, the faculty took over. But in contrast to Berkeley, where, despite similar lapses of the professors' active participation in running the show, there existed at least the powerful structure of an Academic Senate, no such body could be appealed to at Columbia.

If Berkeley is any guide, this group must now persuade the students that the administration will never again have the power it once exercised."

At all events, the first theme of C.A.U.T. policy has been worked at a good deal, and in my judgement the results are beginning to appear in many places. It is clear, however, that the second theme must be attacked with real vigour. We said this quite clearly in February 1965, when we presented our brief to the federal and provincial governments on the public financing of universities. We have said it on various occasions since. And we are at last engaging with our colleagues in the university community in launching the Hurtubise/Rowat Commission. It would be impertinent of me to begin discussing it here, though I cannot refrain from expressing my own pleasure in seeing it become a reality.

Looking at these two themes of Association policy, I think we have a good deal to be pleased about. Nevertheless, I also feel that there is an element in the situation that we have too largely failed to take into account. The fact that the failure is understandable on a number of grounds does not make it any less a failure. And my own belief is that a third theme of Association policy must be developed here.

I am referring to the relations of faculty members — in other words, of C.A.U.T. members — with students, to the concern of students that their experience of university life should be in some strong sense relevant to the world about them, to the assertion by students of their right to participate in the governing processes of universities. I am not myself a New Leftist, and I do not think that all virtue and all wisdom resides on the opposite side of the generation gap from mine. I do, however, must earnestly sympathize with young people growing up in a century as violent and tumultuous as ours, and I cannot conceive of our declining — as individual teachers and as an Association of teachers — to do whatever may be in our power to help them cope with it without losing their integrity, and to fight to change it without becoming bitter.

It seems to me that the next great theme to be developed by this Association lies here. I am not sure what form its development should take. I have no more relish than anyone else for establishing more committees or convening more conferences. But I should certainly be failing in what I conceive to be my duty as your Executive Secretary if I did not say most emphatically that not only will this Association soon begin to fail, but the universities themselves will begin to crumble, if we do not find ways of dealing with the sources of student unrest and with the students themselves. I think this may well mean altering the balance between teaching and research in favour of the former: it will certainly mean taking a fresh and hard look at the non-instructional side of university life and the relation of faculty members to it: if you prefer, the social responsibilities of members of the university community. But now I am guessing, and guessing is not good enough.

At best, the guessing is justified only for example, by the way in which recent studies of higher education in the United States underscore the importance of recovering in the universities the emphasis on teaching and especially the values of the undergraduate programme. The Muscatine Report on Berkeley bears this out, as does the more

recent report of the joint Faculty-Student committee at the University of California: "*The Culture of the University : Governance and Education*". Perhaps the most vigorous comment has come from Christopher Jencks and David Riesman, in their new book *The Academic Revolution* :

"Despite the hopes of some of the best admissions officers, few colleges evaluate applicants in terms of what the college might do for the student. Almost all colleges with which we are familiar ask, implicitly if not explicitly, what the student is likely to do for the college. . . .

This is no accident. Colleges do not really care much about student growth in this sense. Rather, they are concerned with students' absolute levels of future attainment. They may be interested in growth if the candidate in question looks like a 'diamond in the rough,' who might end up at or near the top in some field, but not otherwise.

... Today's university college (is not) usually an intellectual institution in our sense of that term. It is, rather, a downward extension of the various graduate professional schools, for which it prepares, and more especially of the academic professional schools.

While some professors and some departments, especially in the humanities and the social sciences, may attempt to provide instruction that will be interesting and relevant to students who do not plan to 'go on in the field,' this is atypical. The more orthodox and prestigious pattern is to offer a pregraduate major aimed almost exclusively at professionals. . . .

In most cases . . . academicians' enthusiasm for undergraduate teaching is something that comes only in small doses. Given their choice, most professors would probably teach an undergraduate course now and then, but they would prefer it not to interfere with their 'real' work."

Having attempted to indicate something of how your national office seems to fit in the larger picture, I wonder if I may now relate this to you. This Association began as an organization of small faculty associations, and those small faculty associations were simply groups of people who were sufficiently concerned about the universities as they saw them to be willing to devote a great deal of time and effort to making them better. John Ruskin once remarked that the best work is always done for nothing, and certainly he might have been talking about the founders of this Association, at least in so far as their material rewards were concerned. It has always been the case that the great strength of this Association has been at what — as a native of the prairies — I am bound to call the grassroots level. I hope it always will be the case.

However, hope and risk are inseparable companions. And there is a real risk that unless the life at the grassroots is vigorous, the Association as we know it will fail. For it is so structured that its leadership can only arise from beneath; it can not be imposed from above. Like a university, it has to produce a sort of élite — but it must not produce an establishment.

If, then, the national office is to realize its function — which is to serve the Association — the grassroots must, so to speak, provide the hay. Surprisingly, perhaps, I am not now referring to a shortage of money, but to something that I can best illustrate by an example. At the Council a year ago, I requested your approval for sending out a questionnaire dealing with the resources and activities of member associations. I asked this permission because, while the questionnaire was intended to enable us to serve you better, it involved asking certain questions that we were not sure faculty association officers would like to answer. The approval was given unanimously, on a motion by Professor Kaplan. In September, the questionnaire, carefully devised by our Research Officer, was sent out. Two follow-up notices were sent in the next month or so. Just before the December Council meeting, Mlle Lapointe came to me and said, "How many returns do you think we have had to our questionnaire?" I looked at her silently, and she said, "One." I will not tell you what I said, and I am not going to preach a sermon on the theme of diligence. I simply tell you that it is a shocking waste of Association money to hire professional people and then make that sort of non-use of them.

I hope that my motive in making that comment will not be misunderstood. The point is simply that although we are doing a good deal, we could in fact do more. The national office is seriously understaffed; but we are sometimes wastefully frustrated in projects that we launch, simply because member associations do not give us information that we need. Incidentally, let me at this point express again our thanks to those few secretaries who regularly send us minutes of their association meetings — and urge that others do so. In general, of course, the work of the Association continues to be done by those numerous willing souls for whom the quaint old motto remains : *noblesse oblige*.

May I now add a personal note by way of conclusion? Four years ago, when I attended my first meetings as Executive Secretary, I met for the first time a member of the Executive and Finance Committee who has been on that Committee ever since, Professor Jacques St-Pierre.

J. Percy Smith.

REPORT OF TREASURER TO COUNCIL, MAY 1968

Current Fiscal Year 1967-68.

My report to Council this time last year painted a gloomy picture of our immediate financial prospects. The budget prophesied a deficit of over \$30,000. Last November, I told you that the situation would not be quite so bad as expected. Now it seems that we may well finish the present year with a small surplus. Consequently our reserves will remain intact at about \$50,000 — their August 1967 level.

This dramatic change is due to three factors:

- (a) The rebates to regional groups will be very much less than what they might have been. Most of the Ontario associations have decided not to claim the rebates this year and the Quebec association's contributions to F.A.P.U.Q. (and therefore the C.A.U.T. rebates) have been lower than expected because F.A.P.U.Q.'s central organization has not yet grown to its anticipated size.
- (b) We have again failed in our search for a second Associate Executive Secretary for our national office.
- (c) The dues outstanding at the end of last year were obviously greater than we believed. These have now (we think) all been submitted and our revenue has consequently been boosted. It must seem ridiculous that we do not know how many members we have and therefore how much we may expect in fees; but this has been the Association's position since its inception. I shall return to this matter later.

Fiscal Year 1968-69.

The budget I propose for next year is in the last column of the attached *Statement of Revenue and Expense*.

The very marked change compared with the current year is in the level of membership fees following the introduction in September 1968 of our new fee structure. The D.B.S. figures upon which our fees will be based have not yet been issued, but it seems likely that the rates will be:

Full professors	\$28
Associate Professors	\$21
Assistant Professors	\$17
Others	\$13

I have estimated the revenue assuming :

- (a) That Association membership will continue to increase at the usual 8% p.a.
- (b) That the distribution of C.A.U.T. members within the academic ranks is similar to the distribution by ranks of all faculty.

On the expenditure side there are two items that call for some explanation:

- (i) A substantially bigger provision is made for staff salaries and fringe benefits because there will be an overlap period between the appointment of the incoming Executive Secretary and the departure of Professor Smith; we are still hoping to find a second Associate Executive Secretary; and some additional clerical assistance will be necessary.
- (ii) Assistance to provincial groups has been estimated on the assumption that the Ontario associations which have not claimed rebates this year will forego them next year also, and that the subscriptions of the Quebec associations will rise to \$15, p.a. or more next year.

The overall effects of these expected changes will be to provide a fairly comfortable surplus which will raise our general reserve to about \$75,000.

Accounting Procedures

In his report on the 1966-67 accounts, our auditor expressed satisfaction with the control of expenditures but indicated amazement at the looseness of our control on revenue. Indeed, his certificate said that he had been unable to verify receipts.

This is a problem to which treasurers refer in every report they make. We never know how many members we have, how much fee revenue we may hope to receive during any year or when local associations will send in their fees. Sometimes we have more cash on hand than is required for immediate needs but are afraid to invest it since no more might arrive for a month or two. At other times, we have to borrow to meet the monthly salary bill.

During the last two years, I have pleaded for information from local association treasurers. Some have responded; some have not. The auditor made a number of suggestions in his last report for improving the system but the Executive and Finance Committee believes most of them impracticable because of the nature of our Association. However, the E. and F. Committee is due to discuss the matter again before the Council Meeting and may have recommendations to make to you.

In any event, I should like to initiate a discussion in the hope that ways of overcoming the problem may be devised.

Auditor

I recommend the reappointment of Mr. Albert Rivers as auditor for a further year.

R. E. George,
Treasurer.

STATEMENT OF REVENUE AND EXPENSES

	Budget 1967-68	7 mos. Actual to March 31	Revised Est '67-68.	Budget 1968-69
<i>Revenue</i>				
Membership fees	\$135,000	\$ 98,629	\$143,050	\$220,000
Other income	4,000	4,626	5,000	5,000
	<u>\$139,000</u>	<u>\$103,255</u>	<u>\$148,050</u>	<u>\$225,000</u>
<i>Expenses</i>				
Salaries	\$ 73,000	\$ 34,660	\$ 62,500	\$ 85,000
Staff Benefits:				
Pensions and Insurance	9,700	4,152	8,500	10,000
Provision for				
Sabbatical Leave	10,000	10,000	10,000	15,000
<i>Bulletin and Newsletter</i>	16,000	15,414	17,750	20,000
Travel:				
National office staff	4,000	4,629	5,500	6,000
Committees	15,000	9,702	12,500	17,000
Council Subsidy	3,000	858	2,000	2,500
Office:				
Tenancy	5,000	2,858	5,000	6,000
Telephone	2,000	2,127	3,000	3,000
Supplies	3,800	3,271	3,800	4,500
Equipment	—	882	1,000	1,000
Depreciation	750	750	750	1,000
Sundry:				
Conference and fees	4,500	2,500	4,500	5,000
Assistance to Regional and Provincial Groups	26,000	—	8,050	20,000
	<u>\$172,750</u>	<u>\$ 91,803</u>	<u>\$144,850</u>	<u>\$196,000</u>
	<u>\$ (33,750)</u>	<u>11,452</u>	<u>3,200</u>	<u>29,000</u>

J. H. STEWART REID MEMORIAL TRUST FUND

Report for 1967-1968

It is a special satisfaction to report that the assets of the Trust Fund have now passed the \$35,000 mark. This represents a gain of close to \$7,000 in the past year, all of which has come from donations from various Faculty Associations, a large number of small contributions from individual C.A.U.T. members and, finally, income from investments.

It may be of some interest to note that early in 1964 when the Executive and Finance Committee of C.A.U.T. first discussed the establishment of a memorial trust, \$35,000 was the proposed goal. This figure, however, was quickly changed to \$50,000 for the simple reason that fellowship awards from this Fund may, according to the terms of the Trust Agreement, be paid only from income. The C.A.U.T. Executive quite properly desired that awards be of an amount large enough to command some respect. \$50,000, then, was the figure decided upon and that remains our goal. Up to the present time no awards have been made and all income from investments has been retained in the assets of the Trust. This was done in order to help us reach our goal more quickly. May I now repeat what I stated last year. Not one cent has ever been paid from trust funds for administrative purposes. All expenses have been borne by the C.A.U.T.

The Taxation Division of the Department of National Revenue has extended indefinitely the period during which contributions to the Fund will be recognized as charitable donations for purposes of the Income Tax Act. The Division has in turn asked for several minor revisions in our Declaration of Trust. These will be made shortly and it is proposed that at the same time a number of changes suggested by C.A.U.T. lawyers be effected. Full information will be forthcoming as soon as final agreement is reached.

Your Trustee has now agreed that the time for making the first J. H. Stewart Reid Fellowship award can no longer be postponed. The first award will be made in 1969 and the amount will depend on income from invested funds during 1968. An announcement giving full details will be made early in the fall of 1968 and will be widely circulated. Applications will be invited from Canadian students already embarked upon, or about to undertake, graduate studies. There is no restriction as to the field of study or the university where the award may be held.

This statement of intention should not be interpreted to mean that no further contributions will be needed. Quite the contrary. As soon as we begin making awards the assets of the Trust can grow only through additional donations and contributions. I would like at this time to appeal particularly to all C.A.U.T. local Faculty Associations, asking them to seriously consider the possibility of making a donation to this Trust. I am appending to this report a statement of contributions already made by Faculty Associations as at May 14, 1968. You will note that a number of Associations have contributed more than once and in very generous amounts. You will note further that more than half of the local Associations have never contributed at all. The appeal I am making at this time is addressed to all Associations and I hope that my request will be given sympathetic consideration.

Several days ago I read with considerable interest the newspaper announcement of the Ford Foundation grant which will permit a study of government control of universities and of academic freedom. It is, of course, an open secret that the original suggestion for this study and the impetus which finally brought the proposal to realization came from the C.A.U.T. The two commissioners are Donald Rowat and René Hurtubise; the chairman of the committee on arrangements is Jacques St-Pierre. All three of these academics have been leaders in C.A.U.T. affairs for some years.

You may wonder why I refer to this very important study in the middle of an annual report of the J. H. Stewart Reid Memorial Trust Fund. For me there is considerable relevance. Stewart Reid not only organized the central office of C.A.U.T. and acted as our first Executive Secretary; in addition he started our Association on a certain very definite programme. He conceived and made all the early arrangements for what was to become the Duff-Berdahl study of university government in Canada. The investigation about to be undertaken is one further step in the larger examination of all academic problems which was visualized to begin with by Stewart Reid. Older C.A.U.T. members will not need to be reminded of this fact, but many newcomers to Canada's academic scene did not have the privilege of knowing our first Executive Secretary. It is particularly for them that I wish to point out our indebtedness to the man for whom the Memorial Fellowship was established.

In closing the report for 1967-1968, I would like to list once more the names of members of the Trust Committee: Professor James H. Aitchison (Dalhousie), Professor Clarence L. Barber (Manitoba), Dean A. W. R. Carrothers (Western), Professor Harold M. Good (Queen's),

Professor Emile Gosselin (Montréal), Professor Fred S. Howes (McGill, retired), Professor F. W. P. Jones (Western), and Professor Frank L. Underhill (Toronto, retired).

May 21, 1968.

Robert W. Torrens,
Trustee,
J. H. Stewart Reid Memorial Trust Fund.

*CONTRIBUTIONS OF FACULTY ASSOCIATIONS
TO THE J. H. STEWART REID MEMORIAL
FELLOWSHIP TRUST FUND*

Acadia	\$43.26		\$ 43.26
Alberta	\$200, \$200, \$200 and \$700		1,300.00
U.B.C.	\$500, \$500, \$750 and \$1,000		2,750.00
Carleton	\$100, \$100, \$100		300.00
Guelph	\$500		500.00
Lakehead	\$30, 57.25		87.25
Loyola	\$60		60.00
Manitoba	\$433		433.00
Memorial	\$50		50.00
U.N.B.	\$100, \$250		350.00
Ottawa	\$50		50.00
St. John's	\$35		35.00
St. Paul's	\$50		50.00
Sask. (Regina)	\$250, \$500, \$500 from Fac. Assoc.	1,250.00	
	and \$25.83, \$171.50, \$147.50 from Campus Employees Charitable Donations Plan	344.83	1,594.83
Sask. (Saskatoon)	\$1,000		1,000.00
Sir Geo. Wms.	\$200.00		200.00
Toronto	\$1,000, \$1,000		2,000.00
Victoria	\$200, \$200, \$200		600.00
Western	\$510		510.00
Windsor	\$100		100.00
			<u>\$12,013.34</u>

As at May 14, 1968.

DEVELOPMENTS AT SIMON FRASER UNIVERSITY

(**Note:** Consideration is being given to the desirability of publishing a detailed account of the events that have involved the Association and Simon Fraser University. It is of course too early for such a step to be taken, if indeed it is to be taken. What follows is a brief summary of the events upto September 1, with three documents that will be of special interest to Association members. *Bulletin* readers may be interested in an account contained in the **Canadian Forum** for September, from which a portion of the following text has been taken.)

The full text of the resolution of censure that was passed by the Council of the Association, 26 May, is as follows:

A special investigating committee of the C.A.U.T. visited Simon Fraser University from 14 January to 20 January 1968. The investigating committee studied various problems of governance at the University, and in doing so interviewed the President; some thirty faculty members, including several who held administrative posts; some Teaching Assistants; and some students.

The committee then prepared a report in which it embodied and spelled out its findings and made a number of recommendations aimed at reducing the difficulties and tensions within Simon Fraser University through improving the governmental structures and practices of the University. The report was approved by the Executive and Finance Committee of the C.A.U.T. on February 11, 1968, and on 12 February was sent to the President of the University, the President of the Faculty Association, and the Chairman of the Board of Governors. It was accompanied by a letter from the C.A.U.T. President, expressing the earnest hope of the Association that the report would suffice to draw attention to the problems existing at the University, that prompt steps would be taken to remedy them, and that no further action would have to be taken by the Association. At the same time it made clear that the Association would review the situation at the University in May and consider whether further action ought to be taken.

The report was acknowledged by the President of the University in a letter dated 16 February. Attached to his letter was a copy of a public statement dated 15 February in which he said

that the report made "some excellent points," gave assurance that these would receive full consideration at the University, and indicated that moves to "strengthen certain areas and to change certain administrative procedures" had already been undertaken.

The report of the investigating committee was made public by the Simon Fraser Faculty Association immediately on their receipt of it. It was published in the C.A.U.T. *Bulletin* two months later. Full details of the findings of the committee, and of its recommendations, are available therefore in the April 1968 issue of the *Bulletin*.

On 16-17 May the C.A.U.T. President, accompanied by two members of the Committee on Academic Freedom and Tenure, visited the University. They interviewed the President, some members of the faculty, officers of the Faculty Association, and five members of the Board of Governors, including the Chancellor. It was their firm conclusion that not only had the problems of the University not been dealt with, but that there was little prospect of their being dealt with effectively in the near future, and that in some respects the situation had worsened since February.

Resolution

It is therefore resolved that the Canadian Association of University Teachers censure the Board of Governors of Simon Fraser University for its continued contravention of accepted principles of university governance through interference in the academic affairs of the university; the President of the University for his continued failure to carry on appropriate administration of the University; and both the Board of Governors and the President for their failure to take adequate steps to deal with the situation described in the report of the investigating committee.

It is further resolved that this motion of censure be transmitted to each member of the Board of Governors of the University and to the President, by letter from the C.A.U.T. President; and that the Executive and Finance Committee be instructed to take steps to give effect to this motion through such measures as public statements, communications to organizations of university teachers and to learned societies, and any other devices that the Executive and Finance Committee may deem appropriate.

The resolution was adopted by a vote that was just short of unanimous; it had the strong support of the representative of the Simon Fraser Faculty Association.

The resolution received immediate and widespread publicity, and indeed its first effects were more dramatic and in some ways painful than anyone anticipated. At a meeting of the Joint Faculty at Simon Fraser, May 30, it was endorsed by a vote of 121 to 60, and the President was asked to resign. On the following morning the Chairman of the Board announced that the President had been asked to take "an extended leave of absence" immediately and that steps were being taken to appoint a temporary acting president. The manner in which the President was dealt with by the Board at this point struck many concerned observers as harsh to the point of cruelty, and it appeared that the Board — which had been linked with him in the resolution — was attempting to make a scapegoat of him. Indeed, one Vancouver newspaper telephoned the C.A.U.T. National Office to ask, "Now that you have got rid of the President, will you lift the censure?"

The question reflected one of several points of misunderstanding. The action of the C.A.U.T. was not prompted by a desire to "get rid of" anyone, but by deep concern for the well-being of the University. It made no reference whatever to the academic quality of the University, though in some quarters the foolish comment was made that Simon Fraser degrees would now be worthless. It implied no judgment that faculty members ought to resign from the University; on the contrary, the intention was to strengthen the hand of the faculty in their efforts to improve the government of Simon Fraser and thereby enable the University to get on more effectively with its work of learning and teaching.

At all events, there followed a period of agonized turmoil as faculty and students debated the issues and the steps to be taken. With the appointment of a temporary acting president (who has since been followed by a second), partial agreement about procedures for seeking a new President, the establishment of special committees to deal with specific problems, and the issuance of a statement by the Board of Governors, a period of relative calm (or is it exhaustion?) has followed.

The statement of the Board was published in the Vancouver newspapers June 6th. The full text follows:

We, the board of governors of Simon Fraser University, have been publicly censured by the Canadian Association of University Teachers (CAUT).

The alledged charges: 1. Interference in the academic affairs of Simon Fraser; 2. Maladministration by the president; and, 3. Failure of the board and the president to take adequate steps to deal with the situation.

For the benefit of the people of British Columbia — the forgotten people whose tax monies will contribute \$13 million to the operation of Simon Fraser this year — the people to whom we are responsible, we propose to give an accounting of our stewardship.

We believe, sincerely and unanimously, that the board's duty is not just to the university community, but to the *whole community of B.C.*

We believe that the effects of much that has been asked for could never bring Simon Fraser University to the standard of excellence that we and the entire community seek for it.

We believe that if you have a university at which the president has to accept all the demands of certain segments of the faculty and the students you will never have a good university, you will never have a good president, you will never have good faculties and you will never have good students.

What has been the performance of the board of governors of Simon Fraser University?

Of the nine board members, exclusive of the president and chancellor and representing a cross-section of business, industry, law and education, six were appointees of the government of B.C. except three elected by Senate.

At our inaugural meeting we established with the considerable assistance of Professor Ron Baker, then of the University of British Columbia's Department of English, certain principles and philosophies.

We approved the trimester system. We decided on the number of faculties, and the form they would take.

We wanted strong departments within faculties. To achieve this we recruited throughout the academic world people with the highest qualifications and we encouraged them to set up their own departments.

We determined that the office of dean would be held on a rotating basis save for the faculty of education where continuity is required for liaison.

Because no Senate existed at that time, the board by statute carried out the responsibilities of the Senate.

Those responsibilities, under the Universities Act, included jurisdiction over all academic matters.

Since the inception of a separate Senate, the board has not interfered in academic matters.

Further, we did **not** institute faculty policies but we accepted those plans and recommendations made in respect to them by the faculty heads we recruited as part of the building process.

Our basic motivation in recruiting faculty heads was to find young men and the productiveness they could offer in their early years.

Our unanimous belief was that this policy and the accomplishments that would naturally flow from it would reflect well on Simon Fraser in particular and on B.C. in general.

We quickly brought in young men from all parts of the world, men with different cultural backgrounds and with varying philosophies.

This, quite naturally, made it difficult for some of our senior people to influence some of the junior teaching faculty.

The blend of diverse cultural and philosophic backgrounds, mixed with actions of a minority group of militants and no control core, in large part, brought about the current fragmentation.

In the maelstrom of charges and demands, some of the achievements of Simon Fraser University and the acclaim it has received are overlooked.

Simon Fraser is the only large university we know of which has a PSA department incorporating the inter-related studies of political science, anthropology and sociology.

Simon Fraser has a department of economics and commerce. An indication of the acceptance of Simon Fraser's recognition of the inter-relationship of those studies was the appointment of the department head, Dr. Parzival Copes, an economist, to the board of governors of the Banking Association of Canada.

Dr. Copes is one of only two non-banking officers on the board.

Wide academic and public acclaim was given to the dean of the faculty of education, Archie MacKinnon for instituting a constant interflow of high school teachers teaching at Simon Fraser and Simon Fraser students teaching at secondary schools.

No less a respected educator than Marshall McLuhan commented recently, upon receiving an award for his contribution in the field of communications, that the award 'properly should have been given to Archie MacKinnon'.

The had of Simon Fraser's physics department instituted seminars with the foremost solid state physicists around the world.

This was done and was widely hailed.

Two years ago the department of English at Simon Fraser was recognized as one of the 10 leading departments in North America and the only Canadian university English department to be so honored.

Dr. Donald Nelson, of the department of biological sciences at Simon Fraser, was instrumental in attracting the entire pestology group from eastern Canada to Simon Fraser.

So impressed was the national government with the work of this group, the leading group in its field in the world, that Simon Fraser received a grant of \$350,000 last year and anticipates receiving much more this year.

In the field of athletics, Simon Fraser instituted scholarships.

Scholarships and bursaries are also given to students demonstrating aptitude and excellence in the theatre, arts, and communications as well as in academic work.

In respect to CAUT's allegations, we are amazed and astonished that three people from such an association while on the

campus for three days did not advise us that the board was under investigation.

In fact, the board was advised only that CAUT was investigating administration-faculty communication.

We are equally amazed and dismayed that during a later visit, the president of CAUT did not find it necessary to speak with the chairman of the faculty committee dealing with salaries, promotions and tenure.

In its report, CAUT says its terms of reference were not clearly defined.

Yet the investigating committee unilaterally decided upon terms of reference without notifying the board of governors of Simon Fraser.

When the chairman of the board of governors of Simon Fraser asked CAUT by letter for an opportunity to speak to its executive body in order to answer the allegations made, that opportunity was denied.

When the chairman, again on behalf of the board, in February asked CAUT by letter to publish the board's response alongside the investigating report in the CAUT Bulletin, the reply was that the board's answer would not be published until the fall issue.

(The CAUT report was published in April; the next issue of the bulletin is due in October.)

In point of fact the board of governors was already considering many of the matters dealt with in the report and after its receipt again considered the specific recommendations of the report despite the fact that the method adopted by CAUT in arriving at the report was reprehensible.

A board committee has had several meetings with faculty committees in respect to a statement on academic freedom and tenure.

The faculty has not yet reported back.

We have considered in depth the ramifications of the existing fragmentation and we unanimously agree that 1: the board is deeply concerned with the CAUT motion of censure and assures

the university community and the community at large of its earnest desire to co-operate with the faculty in expediting measures to bring about the lifting of the censure motion.

2(a): The board reaffirms its desire to have an early opportunity for considering and approving a document acceptable to the faculty that sets out policies on academic freedom and tenure.

2(b): The board confirms its agreement to accept either on an interim or permanent basis the UBC or CAUT statement of academic freedom and tenure.

3: The board agrees that it will not take unilateral action in changing recommendations from the president on academic matters such as appointments, renewals and tenure.

4: The board encourages the university senate to make available to the board as soon as possible their recommendations on methods of appointment, tenure and functions of deans and heads of departments.

5: The board recognizes the need to re-examine the Universities Act in the light of changing conditions and will ask the temporary acting or acting president to urge upon the minister of education the pressing need for wide and extended consultation with all interested parties, including faculty and students, before amendments to the act are introduced.

6: The board agrees to accept a new recommendation from the acting president on the renewal of the contract of Dr. Kenneth R. Burstein, assistant professor in the department of psychology.

The board of governors believes that the censure motion of the CAUT has been used by some irresponsible elements of the university community to create this present, unfortunate situation.

It has been used to foster an attack against authority, against an organized system and against the community at large.

While we recognize that there is a need for change in certain areas we are not prepared to commit irresponsible action to prevail.

We believe that the Duff-Berdahl report on university government and other proposals should be carefully examined before the law is changed.

We, the governors, do not plan to resign. By legislation we have been given a duty and responsibilities which we intend to fulfil.

Simon Fraser University will remain open.

We are of the firm and unanimous opinion that the responsible members of the university community at Simon Fraser have the same objectives for the university as we do.

We have insisted and will continue to insist on academic excellence.

After the publication of this statement, the Executive Secretary wrote the Vancouver newspapers a letter that they appear to have preferred not to publish. It read as follows, except for the omission of a short paragraph, the accuracy of which has been questioned:

Dear Sir:

I have read with great interest the statement of the Board of Governors of Simon Fraser University published in your issue of June 6. I can say with assurance that the CAUT will welcome the various commitments undertaken by the Board, listed in the latter part of the statement. Their realization will do much to hasten the lifting of the C.A.U.T. censure motion.

In other matters the statement is a good deal less satisfactory, and I should like to correct certain errors of fact and make one or two comments.

First, it is very curious that the Board continues to deny knowledge about the investigation. It is astonished, and amazed, and dismayed about the way in which the investigating committee performed its jobs without informing the Board as to what was occurring.

Now the fact is that under the Universities Act the President of the University is a member of the Board of Governors. The investigating committee corresponded with him before going to Simon Fraser; it conferred with him for several hours before beginning its investigations; it conferred with him again for several hours after these had been completed. Moreover, it asked that through his office an invitation be extended to each of the other Board members to meet with the committee. The invitation was not responded to, and indeed the investigating committee was informed that it had never been extended.

I repeat, the President is a member of the Board. Was it then a duty of the investigating committee to introduce the Board members to each other? The C.A.U.T. has never before undertaken this function, but perhaps it ought to do so.

As to the release of the report of the investigating committee, the facts are as follows: The report was mailed on February 12 simultaneously to the President of the University, the Chairman of the Board, and the President of the Faculty Association. The covering letter stated that the report would be published in the C.A.U.T. *Bulletin* in April. The report was released to the press immediately by the Faculty Association — not by the C.A.U.T. The President of the University acknowledged it in a letter dated February 16.

The first communication from Chairman Shrum was dated March 11 — not February, as the Board statement says. That communication was a simple letter of acknowledgement; the first suggestion that Chairman Shrum would like to speak to the Annual Meeting of the Association (not to its executive body as the statement says) was dated March 20. In that letter, reference was made to “misleading and defamatory statements in the Report”, to “distorted statements”, and to “false and malicious charges”. In his reply, the C.A.U.T. President explained the very limited nature of the C.A.U.T. Annual Meeting and the reasons why an appearance before that body could have little effect; and he invited Chairman Shrum to be specific about the “misleading” and otherwise culpable statements to which he had referred, and to prepare a written report which would be published in the *Bulletin* at the earlier opportunity. Since Chairman Shrum had not responded earlier, despite the reference to the April issue of the *Bulletin* made when the report was first released, it was now simply too late for inclusion of a statement in the April issue.

In short, then, the implication that the Board was denied a chance to answer is demonstrably mistaken. May I add that the Association will still be glad to publish a reply from the Board in the October issue of the *Bulletin*. Even if it does not do so, I assure you that the statement of June 6 will be published there, together with the text of this letter.

It is profoundly disturbing that the Board's capacity for astonishment should so far exceed its capacity for facts. It is equally disturbing that a newspaper should print twice in a single

issue — the **Province** of June 8 — a scurrilous falsehood about the President of the Canadian Association of University Teachers. The reference to Professor McCurdy as having been dismissed by the University of Windsor is nothing less than that. I submit that unless it has a genuine regard for the truth, neither a Board of Governors nor a newspaper is qualified to deal with a university.

J. Percy Smith,
Executive Secretary.

The national office has kept in close touch with the Simon Fraser Faculty Association since the passing of the resolution. On its advice, and on the basis of the Board's commitments, the Executive and Finance Committee decided on July 6 that no further steps would be taken for the time being by way of implementing the resolution.

As was to be expected, not all C.A.U.T. members approved of the action taken by the Council. Three took the trouble to write thoughtful letters of criticism to the Executive Secretary. On the other side, a number sent messages of approval. At all events, it is certain that no one wishes the censure to be a lengthy affair. At the moment of writing this report, there is good reason to believe that considerable progress is being made in the liberalization of the governance of Simon Fraser University, and to hope that the Council may find it appropriate to remove the censure when it next meets, in mid-November.

J. Percy Smith.

REPORT OF THE SALARY COMMITTEE, AUGUST 1968 *

In section I, we comment briefly on changes in salary scale floors by rank, by university. Section II presents a discussion of salary scale overlapping between and within ranks and an examination of the implications of overlapping on promotion policies and faculty turnover. Section III closes our report with brief comments on the role and importance of "statutory" increments in salary scales.

Unlike previous reports, the discussion of changes in salary scales will be brief, basically for two reasons. The first is our belief that salary scales, and hence their level and changes therein, are of varying importance in setting actual salaries of college and university professors. The difference between salary scales and actual salaries paid to professors varies according to rank, region, the state of the labour market for college professors, discipline, etc. We have all heard of and perhaps known of instances where a university salary scale is more normative than effective in determining salaries. Whether this should be we shall not discuss here. Rather, we believe that the foregoing limits the usefulness of inter-university comparisons of salary scales at one point in time and over time.

Our second reason for reducing the emphasis on salary scale comparisons is our belief that there is a need for a more systematic analysis of the structure of college and university professors actual salaries, and their relationship to salary scales, than has been available in the past. (Professor Rosenbluth's report in the April 1967, *C.A.U.T./A.C.P.U. Bulletin* is a notable exception.) Our discussion will only skim the surface of problems but we do hope that further examination of the problems raised will follow.

I — CHANGES IN SALARY SCALE FLOORS, BY RANK, BY UNIVERSITY ¹.

Perusal of Table I which shows median salary floors and changes therein, by rank, from 1966/67 to 1968/69, for 50 colleges and universities, indicates that median salary floors in 1968/69 were as follows :

* I would like to thank Miss Mireille Lapointe for the efficiency with which she prepared the statistical tables on which this report is based.

¹ Information of length of appointment (9 months vs 12 months) and fringe benefits should be examined and related to any discussion of salary scales or real salaries. See Mireille Lapointe, *Rapport partiel et préliminaire sur les régimes de caisses de retraite* (1965-1966), *C.A.U.T. Bulletin*, Vol. 14, No. 4, April 1966, and *Sommaire de l'étude des avantages sociaux . . . : 1965-1966*, *C.A.U.T. Bulletin*, Vol. 15, No. 1, October 1966, on this aspect of the problem.

Full Professors	\$15,646
Associate Professors	12,191
Assistant Professors	9,560
Lecturers	7,625

The data also indicate that the salary floors increased less between 1967/68 and 1968/69 than between 1966/67 and 1967/68 for full professors (4.0% vs 7.2%), assistant professors (5.4% vs 9.1%) and lecturers (6.8% vs 7.9%). The rate of increase was maintained for associate professors (6.1% vs 6.0%).²

Taking into consideration :

- 1) the fact that the change in output per man hour in the commercial non-agricultural sector has been 3.22% per annum on average since 1945 and,
- 2) the fact that a downward adjustment of 0.6% should be applied to reflect structural changes in the economy and,
- 3) the fact that the consumer price index increased by 4.0% between June 1967 and June 1968,

(an algebraic total of these three items is 6.6%), it would seem that salary scale minima (which are supposedly used to pay newly hired or newly promoted professors — a phenomenon we examined in our January 1968 report),³ were not moved sufficiently to maintain a close relationship between real salaries and productivity for full professors and associate professors since 1966-1967.^{4, 5, 6, 7}

Tables 3a, 3b, 3c and 3d provide detailed information on levels of minimum salaries in 1968/69, and changes in minima between 1966/67 and 1967/68, and between 1967/68 and 1968/69, by rank, by university.⁸

² Perusal of tables 2a, 2b, 2c, 2d, allows a more detailed examination of the level of salary floors and changes therein between 1967/68 and 1968/69.

³ See *C.A.U.T. Bulletin*, Vol. 16, No. 3, February 1968.

⁴ See G. Marion, "Relations entre les augmentations statutaires et les redressements des échelles de traitements", *Relations Industrielles* (Laval), janvier 1968, volume 23, n° 1, for a discussion of the role of productivity and structural adjustments to published productivity indexes in salary determination. We do not have much faith in our 0.6% downward adjustment. Much more research remains to be done in this area.

⁵ We use the percentage change in the price index between June 1967 and June 1968. We shall not discuss here the desirability of using a forecast from June 1968 to June 1969, or moving averages over more than one year.

⁶ See *C.A.U.T. Bulletin*, Vol. 16, No. 3, February 1968, pp. 21-53.

⁷ That real salaries and productivity do not move together closely in any one short time period should not surprise us, for the relationship is a long-term one. Needless to say, an identical change through time in real salaries and productivity would only come about under special circumstances as economic theory tells us; e.g. unitary elasticity of labour and capital, neutral technological change, etc. We shall not discuss that problem here.

⁸ Similar information is provided concerning maxima when they exist. We shall comment on maxima in salary scales in the discussion of the contents of Table 5.

The most pronounced increases in the minimum salary of *full professors* (Table 3a) occurred at Mount St. Vincent (16.7%) at Carleton (15.9%), and at Laurentienne (15.8%). The latter two universities are in the \$16,000-16,499 and 16,500-16,999 salary intervals, respectively in 1968/69. The large increase at Mount St. Vincent still leaves it in a relatively low salary interval, namely \$14,000 to 14,499 in 1968/69. The pronounced increase at Mount St. Vincent and Carleton comes as no surprise since no change in minimum salaries had occurred there between 1966/67 and 1967/68.

Increases of over 10% also occurred at Sherbrooke, St. Mary's, Sir George Williams, Guelph, Memorial, and Waterloo Lutheran.⁹

Increases of 4% or less (the increase in the overall median was 4.0%) occurred at: King's College, Moncton, Simon Fraser, U.B.C., Loyola, Polytechnique, Waterloo, Western, Manitoba, McMaster, Queen's, St. John's, St. Michael's College, St. Paul's, Toronto, Trinity College, Winnipeg, and York. The latter 10 universities are in the \$15,500 - 15,999 salary floor interval in 1968/69, (the median is \$15,646) but the former 8 are below the median in 1968/69. The low increases at Moncton, Waterloo, Western, Queen's, St. John's and St. Paul's follow upon fairly pronounced increases the previous year.

As may be seen in Table 3b, increases of 10% or more in the salary scale floors of *associate professors* occurred at: Mount St. Vincent (10.0%), Sherbrooke (15.8%), King's College (11.4%), Waterloo Lutheran (11.8%), Laurentienne (17.0%), R.M.C. (19.2%), and Sir George Williams (13.6%) between 1967/68 and 1968/69. Increases of less than 6% (the increase in the overall median was 6.1%) occurred at: U.B.C., Laval, Moncton, St. Dunstan's, Simon Fraser, Waterloo [all of which are in the lowest salary floor interval (11,000 - 11,499) in 1968/69], Loyola, St. Michael's College, Toronto, Trinity College, Western, York (all of which are below the median salary floor of \$12,191), Manitoba, McMaster, Ottawa, Polytechnique, Queen's, St. Francis X, St. John's, St. Paul's, Winnipeg, Saskatchewan, Alberta, Calgary, and Lethbridge [which are in the highest salary interval (13,000-13,499) in 1968/69].

As may be seen in Table 3c, between 1967/68 and 1968/69, increases greater than 10% in the salary scale floors of *assistant professors* occurred at: Dalhousie (12.5%), H.E.C. (24.0%), Huron College

⁹ The information from Sherbrooke is based on assumptions concerning degrees and seniority and should be considered only in the light of thorough knowledge of their salary scale and the assumptions.

and Prince of Wales (11.8%), St. Francis X. (21.8%), Sir George Williams (11.8%), Waterloo Lutheran (10.5%), Laurentienne (13.9%).

Increases less than the increase in the overall median (5.4%) occurred at: Moncton, Waterloo, U.B.C., Manitoba, Ottawa, St. Dunstan's, St. John's, St. Paul's, St. Thomas, Simon Fraser, Winnipeg (all of which were below the median), Polytechnique, Queen's, St. Michael's, Toronto, Trinity, Western, and York.

Perusal of Table 3d, (*lecturers*) indicates that increases greater than 10% occurred at: R.M.C., Brock, H.E.C., Huron College, Prince of Wales, St. Francis X., Windsor, York, Laurentienne, and Sir George Williams. No increases occurred at Moncton, Waterloo, McMaster, Memorial, Simon Fraser, U.B.C., and Western.

II — SALARY OVERLAPPING BETWEEN RANKS AND ITS IMPLICATIONS FOR PROMOTION POLICIES AND FACULTY TURNOVER

We have prepared Tables 4 and 5 to obtain an indication of university promotion policies and their relationship to salary scales.

Table 4 indicates the extent to which in 1967/68 different universities paid professors in a given rank salaries equal to or higher than the salary scale minimum of the professors in next highest rank.¹⁰

We have described cases where the highest salaries paid in a given rank are equal to or above the minimum salaries of the salary scale for the next highest rank as cases where overlapping (*chevauchement*) exists.

We believe that universities in which salary scales show little or no overlapping would be universities where promotion pressure is greatest. Conversely, considerable overlapping should lead to reduced pressure for promotions. It will be interesting to see whether multiple regression analysis, to be undertaken during the fall of 1968, indicates that rank is a more significant variable in "explaining" salaries in the non-overlapping (as we expect) or in the overlapping case. The situation

¹⁰ We could not calculate overlapping for 1968/69 as this would involve comparing the maximum or 9th decile of real salaries paid in one rank in 1968/69 to minimum salaries as indicated in the salary scale for 1968/69. We have information on the latter, but will not have the former (real salaries paid) until the fall of 1968. Needless to say, the overlapping phenomena could also be studied by comparing the 9th decile of salaries paid to professors in one rank to the 1st decile of salaries paid to professors in the next highest rank. We prefer the comparison presented in the text because the salary scale minimum of the next highest rank is a better known figure than the real minimum and is more likely to give rise to promotion pressure. It should be noted also that the use of the 9th decile and not the real maximum understates our measure of overlapping between ranks.

is not clear because, though non-overlapping tends to increase the importance of rank, it may be that rapid promotion offsets the importance of rank in determining salaries.

A companion hypothesis would be that out-mobility of senior associate professors, senior assistant professors, and senior lecturers would be more pronounced in the non-overlapping case. Faculty turnover, it would seem, would be highest in the non-overlapping cases.

In 1967/68, the extent of overlapping was more significant between lecturers and assistant professors (107.78% on average) than between assistant professors and associate professors (101.69% on average) than between associate professors and full professors (100.49% i.e. very little overlapping on average). This comes as somewhat of a surprise to us for we would have thought overlapping to be less significant between assistant and associate professors than between associate and full professors, as would be the case if the real entry point into university teaching was located at the associate professor level (which often brings tenure), for in that case hopeful assistant professors would be more willing to accept no overlap in the hope of obtaining a promotion to an associate professorship, and many associate professors not meeting the criteria for a full professorship would remain in the university and overlap in salary with younger full professors.

Needless to say, the issue is a complex one, and we shall devote more time to it in the future. Our purpose in presenting data on overlapping at this time is simply to place the question on the order paper in the hope that further analysis will clear up the relative roles, importance, and implications of salary scales and promotion policies in university manpower policies.

Our comments on actual overlapping in 1967/68 will therefore be very brief.

Data in Table 4 indicates that Sherbrooke⁹, Saskatchewan, Queen's, Dalhousie, and Laval¹¹, in that order, have considerable overlap between real salaries paid to *lecturers* and salary scale floors of *assistant professors*, while Calgary, Lakehead, Laurentienne, and Moncton have "negative overlap", e.g. the 9th decile of salaries paid to *lecturers* is considerably below the floors of assistant professors. Promotion pressure should therefore be greatest at that level in the latter four universities,

¹¹ Laval's salary scale has no rank and a theoretical median structure (which will disappear next year). This calls for caution in interpreting information from Laval.

although the absence of overlap is probably due to the youth and lack of experience of lecturers in the latter four universities, something we could not examine with the data presently at our disposal.

Data on overlapping at the *assistant-associate professor* level (Table 4) indicates that it is relatively pronounced at Sherbrooke⁹, Laval¹¹, Dalhousie, Toronto, Montréal and relatively low at St. Francis X., Nova Scotia, Laurentienne, Bishop's, and Moncton.

Data on overlapping at the *associate-full professor* level (Table 4) indicates that Sherbrooke⁹, Laval¹¹, and Dalhousie have considerable overlapping whereas Lakehead, Waterloo Luth., Winnipeg, Brandon, Memorial, Loyola, and Prince of Wales have negative overlapping (e.g. the 9th decile of associate professor salaries paid is considerably below the salary scale floor of full professors).

It is interesting to note that Sherbrooke, Laval, and Dalhousie consistently show above average overlapping whereas small and slow growth universities usually show low or negative overlap.

A crude test of the hypothesis that negative or no overlapping would lead to promotion pressure and hence higher percentages of faculty in the overlapped rank was performed by matching the above information (the extremes of overlapping listed) with information on the percentage distribution of full-time teaching staff by rank to see whether those universities with low overlapping have above average percentage of their faculty in senior ranks and vice-versa.¹² The hypothesis is substantiated at the lecturer-assistant professor level, and refuted at both the assistant-associate and associate-full professor ranks. The test is crude in the sense that the overlapping data is for 1967/68, and the distribution of faculty by rank data is for 1966/67. In addition, the "ceteris paribus" escape clause is unusually rich (among other variables, it contains one for age of the university and experience of faculty respectively). I hope you will allow me to return to demonstrate that I have found proof for the hypothesis.

OVERLAPPING WITHIN RANK

Table 5 contains information on another aspect of the relationship between salaries paid and salary scales. In this case, we refer to the

¹² See Noah Metz, Report of the Salary Committee, June 1967, *C.A.U.T. Bulletin*, Vol. 16, No. 1, October 1967, Tables 3 and 4a.

relationship between the 9th decile of real salaries and the indicated salary scale maxima within rank.¹³

The third line of information (*chevauchement*) for each university indicates the extent to which the actual maximum salaries exceed the indicated salary scale maxima in the same rank. Professors who find themselves in such a situation are most likely candidates for promotion to a higher rank, in most instances.

We shall refer to overlapping within rank when referring to this phenomenon. As might be expected, overlapping within rank is more pronounced at the full professor level (when maxima exist, which is usually not the case) (108.8% on average) than at the lecturer level (108.3% on average), at the assistant professor level (100.4% on average) and at the associate professor level (97.9% on average).

The existence of little or no overlapping within rank at the assistant and associate professor rank comes as no surprise and it reflects the fact that associate professors who have attained the maximum salary provided by the salary scale are quite likely to be promoted, and assistant professors either promoted or "invited to leave". The appearance of overlapping within rank for lecturers could reflect, among other policies, the fact that the university considers many of its "near Ph.D. lecturers" to be desirable candidates for teaching and hesitates to see them leave.

The existence of overlapping at the full professor level reflects primarily the failure to adjust the salary scale to actual labour market conditions for full professors.

Needless to say, the above interpretations are only presented "en guise de suggestion" for it is obvious that the distribution of faculty by rank, and salary overlapping between and within ranks reflect a variety of factors (e.g. the overall demand situation for university professors) the effect of which I will gladly discuss with anyone interested in the problem. We hope that further discussion will lead to a conclusion that hiring, promotion, and salary policies must be coordinated, for academic labour markets operate in such a fashion that attempts to control only one of these (e.g. salaries) inevitably fail because of effects on others (e.g. quality of professors).

¹³ Information in Table 5 completes that provided in Table 6 of our January 1968 Salary Committee report, which shows the relationship of the first decile of salaries paid and salary scale minima in 1967/68 — see *C.A.U.T. Bulletin*, Vol. 16, No. 3, February 1968, pp. 42-44.

Laval¹¹, Saskatchewan, and Sherbrooke⁹ seem to have high degrees of overlapping for *lecturers* whereas Sir George Williams and Calgary seem to have a lecturer salary ceiling which is a "meaningful" one in the sense that the 9th decile is still below that ceiling.

The ceiling for *assistant professors* at Montréal does not appear to be a "meaningful" one in 1967/68 whereas that at Sir George Williams, Windsor, and Bishop's is just the opposite.

The ceiling for *associate professors* at Montréal, Laval¹¹, and Sherbrooke⁹ seems fictitious, and since this is coupled with a relatively high degree of overlapping between ranks at Sherbrooke⁹, and Laval¹¹, it would seem to indicate reluctance on their part to promote to the full professor rank.¹⁴ On the other hand, the associate professor salary scale ceiling at Manitoba, Sir George Williams, Waterloo Lutheran, Brandon, and Windsor seems "meaningful" in the sense that the highest paid associate professors (perhaps they are young) are still \$5,500, \$1,740, \$1,530, \$1,300, and \$900 from the salary scale maxima in this rank.

There are three observations on overlapping within rank for *full professors* in Table 5 — Memorial 116.9%, Montréal 11.2%, and Laval 98.3%. As indicated above, many universities do not publish a maximum salary for full professors. This does not surprise us because it is well known that universities must pay substantial salaries to attract the few qualified professors they need to start new programmes, etc.

III — STATUTORY INCREMENTS IN SALARY SCALES

We shall not discuss at any length the role of changes in salary scales, statutory increments therein, and their relationship to changes in national productivity, individual professor productivity and cost of living changes, in this text, but simply draw attention to data shown in Table 6 which provides some indication of the importance of statutory increments in university salary scales.¹⁵

It is interesting to note that these increments are in percentage (%) terms at St. Mary's and in absolute terms in all other cases for which we have information, except for St. Dunstan's which adds the increase in cost of living to the absolute sum indicated in Table 6.

¹⁴ Sherbrooke's recent origin should be kept in mind here. Needless to say, salary scale structure is only one of the factors which affects the distribution of faculty by rank.

¹⁵ See G. Marion, *op. cit.*, for a discussion of these matters. I have discussed these problems at length in "La structure et le niveau des traitements des professeurs des universités québécoises", a confidential report prepared with G. Cavadias and submitted to the Salary Committee of the Conference of Rectors and Principals of Quebec Universities.

We would be grateful for viewpoints concerning which of percentage or absolute figures are preferred, and what they are thought to represent. For the moment, we prefer a percentage salary increment structure (tied to the entry salary in each rank), because percentages make for a given salary structure through time as prices increase.

Analytically, we prefer to decompose the total annual salary change into three components: that corresponding to individual professor productivity change, that corresponding to overall national productivity change (after downward adjustments for structural changes) and that corresponding to cost of living changes. These three components can be reflected in salary scales in different fashions, e.g. by tying movements in the whole salary scale to those in national productivity (after downward adjustment) and to changes in cost of living and letting statutory salary increments parallel estimated changes in individual professor productivity, or by making statutory increments reflect both cost of living and individual productivity changes, etc. We prefer the first approach mentioned but would be most grateful for comments and suggestions as our brief analysis of salary scale structures and changes in them in Canada indicates situations which we cannot readily explain.

Pierre-Paul Proulx,
Chairman,
Salary Committee.

Université de Montréal
le 3 août 1968.

COMMISSION ON THE RELATIONS BETWEEN UNIVERSITIES AND GOVERNMENTS

The Commissioners invite all interested organizations and individuals to submit their briefs or comments to them before December 1, 1968.

(at least 2 copies)

For further information:

The Commission on the Relations
Between Universities and Governments

Colonel By Drive

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tableau 1

médiane du traitement minimal entre 1966-1967 et 1968-1969
 SELON LE RANG - e t
 augmentation du traitement minimal entre 1966-1967 et 1968-1969

	1966-1967*	1967-1968*		1968-1969	
	médiane du trait. minimal	médiane du trait. minimal	augmentation entre 66-67 et 67-68	médiane du trait. minimal	augmentation entre 67-68 et 68-69
titulaire	\$ 14 031	\$ 15 042	\$ 1 011	\$ 15 646	\$ 604
agrégé	10 833	11 485	652	12 191	706
adjoint	8 311	9 067	756	9 560	493
chargé d'enseignement	6 620	7 140	520	7 625	485
			% 7.2	% 4.0	% 6.1
			6.0	9.1	5.4
			7.9		6.8

* Bulletin de l'A.C.P.U., tome 16, no 1, octobre 1967, p. 64.

tableau 2-a

universités groupées selon le traitement
minimal de l'exercice 1968-1969

PROFESSEUR TITULAIRE - e t

augmentation du traitement minima²
entre 1967-1968 et 1968-1969

traitement minimal : 1968-1969

augmentation	13.0 - 13.499	13.5 - 13.999	14.0 - 14.499	14.5 - 14.999	15.0 - 15.499	15.5 - 15.999	16.0 - 16.499	16.5 - 16.999	17.0 - 17.499	17.5 - 17.999	TOTAL
0			3		3						6
1 - 199											-
200 - 399						1					1
400 - 599					2	5					7
600 - 799	1		1		2	4					8
800 - 999								1		3	4
1000 - 1199		1	1	2	1		4				9
1200 - 1399					2	1	1	2			6
1400 - 1599			1		1	1	2				5
1600 - 1799							1				1
1800 - 1999											-
2000 - 2199			1								1
2200 - 2399							1	1			2
TOTAL	1	1	7	2	11	12	9	4	-	3	50*

* Acadia, Alberta, Bishop's, Brandon, U.B.C., Brock, Calgary, Carleton, Dalhousie, Guelph, École des Hautes Études commerciales, Huron College, U. of King's College, Lakehead, Laurentienne, Laval, Lethbridge, Loyola, Manitoba, McGill, McMaster, Memorial, Moncton, Mount St. Vincent, U.N.B., Ottawa, École Polytechnique, Prince of Wales, Queen's, R.M.C., St. Dunstan's, St. Francis Xavier, St. John's, St. Mary's, U. of St. Michael's College, St. Paul's, St. Thomas, Saskatchewan, Sherbrooke, Simon Fraser, Sir George Williams, Toronto, Trent, U. of Trinity College, Waterloo, Waterloo Luth., Western, Windsor, Winnipeg, York.

tableau 2-b

universités groupées selon le traitement
minimal de l'exercice 1968-1969

PROFESSEUR AGRÉGÉ - e t

augmentation du traitement minimal
entre 1967-1968 et 1968-1969

traitement minimal: 1968-1969

augmentation	11.0 - 11.499	11.5 - 11.999	12.0 - 12.499	12.5 - 12.999	13.0 - 13.499	TOTAL
0	4	1				5
1 - 199						-
200 - 399			1			1
400 - 599	2	5	6		3	16
600 - 799	1	1	3	1		6
800 - 999		1	1	2		4
1000 - 1199	1	2	4	4	1	12
1200 - 1399			2			2
1400 - 1599		1		1		2
1600 - 1799						-
1800 - 1999				1		1
2000 - 2199				1		1
TOTAL	8	11	17	10	4	50*

* Acadia, Alberta, Bishop's, Brandon, U.B.C., Brock, Calgary, Carleton, Dalhousie, Guelph, École des Hautes Études commerciales, Huron College, U. of King's College, Lakehead, Laurentienne, Laval, Lethbridge, Loyola, Manitoba, McGill, McMaster, Memorial, Moncton, Mount St. Vincent, U.N.B., Ottawa, École Polytechnique, Prince of Wales, Queen's, R.M.C., St. Dunstan's, St. Francis Xavier, St. John's, St. Mary's, U. of St. Michael's College, St. Paul's, St. Thomas, Saskatchewan, Sherbrooke, Simon Fraser, Sir George Williams, Toronto, Trent, U. of Trinity College, Waterloo, Waterloo Luth., Western, Windsor, Winnipeg, York.

tableau 2-c

universités groupées selon le traitement
minimal de l'exercice 1968-1969

PROFESSEUR ADJOINT - e t

augmentation du traitement minimal
entre 1967-1968 et 1968-1969

traitement minimal: 1968-1969

augmentation	8.5 - 8.999	9.0 - 9.499	9.5 - 9.999	10.0 - 10.499	TOTAL
0	2	3	1		6
1 - 199					-
200 - 399		4	5		9
400 - 599	1	6	8		15
600 - 799	1	2	5	1	9
800 - 999		1	2		3
1000 - 1199		1	3		4
1200 - 1399				1	1
1400 - 1599					-
1600 - 1799			1		1
1800 - 1999		1			1
TOTAL	4	18	25	2	49*

* Acadia, Alberta, Bishop's, Brandon, U.B.C., Brock, Calgary, Carleton, Dalhousie, Guelph, École des Hautes études commerciales, Huron College, Lakehead, Laurentienne, Laval, Lethbridge, Loyola, Manitoba, McGill, McMaster, Memorial, Moncton, Mount St. Vincent, U.N.B., Ottawa, Polytechnique, Prince of Wales, Queen's, R.M.C., St. Dunstan's, St. Francis Xavier, St. John's, St. Mary's, U. of St. Michael's College, St. Paul's, St. Thomas, Saskatchewan, Sherbrooke, Simon Fraser, Sir George Williams, Toronto, Trent, U. of Trinity College, Waterloo, Waterloo Luth., Western, Windsor, Winnipeg, York.

tableau 2-d

universités groupées selon le traitement
minimal de l'exercice 1968-1969

CHARGÉ D'ENSEIGNEMENT - e t

augmentation du traitement minimal
entre 1967-1968 et 1968-1969

traitement minimal: 1968-1969

augmentation	6.5 - 6.999	7.0 - 7.499	7.5 - 7.999	8.0 - 8.499	TOTAL
- 1 0 0	1				1
0	2	3	2		7
1 - 1 9 9					-
2 0 0 - 3 9 9		5	6		11
4 0 0 - 5 9 9	1	2	2	1	6
6 0 0 - 7 9 9			3	2	5
8 0 0 - 9 9 9	1				1
1 0 0 0 - 1 1 9 9			3	1	4
1 2 0 0 - 1 3 9 9				1	1
1 4 0 0 - 1 5 9 9			1		1
1 6 0 0 - 1 7 9 9					-
1 8 0 0 - 1 9 9 9			1		1
TOTAL	5	10	18	5	38*

* Alberta, Bishop's, U.B.C., Brock, Calgary, Guelph, Ecole des Hautes études commerciales, Huron College, Lakehead, Laurentienne, Laval, Lethbridge, Loyola, McGill, McMaster, Memorial, Moncton, Mount St. Vincent, U.N.B., Ottawa, Polytechnique, Prince of Wales, R.M.C., St. Dunstan's, St. Francis Xavier, U. of St. Michael's College, Saskatchewan, Sherbrooke, Simon Fraser, Sir George Williams, Toronto, Trent U. of Trinity College, Waterloo, Waterloo Lutheran, Western, Windsor, York.

tableau 3-a

SELON L'UNIVERSITÉ:

- traitement minimal et augmentation entre 1967-1968 et 1968-1969, entre 1966-1967 et 1967-1968
- traitement maximal et augmentation entre 1967-1968 et 1968-1969, entre 1966-1967 et 1967-1968

PROFESSEUR TITULAIRE

traitement minimal (1968-1969) groupé par intervalle	traitement minimal				traitement maximal					
	aug. entre 67-8 et 68-9		aug. entre 66-7 et 67-8		1968-69	aug. entre 67-8 et 68-9		aug. entre 66-7 et 67-8		
	\$	%	\$	%		\$	%	\$	%	
<u>13.0 - 13.499</u>										
Laval	710	5.7	440	3.7	nil	-	-	630	3.6	
<u>13.5 - 13.999</u>										
Prince of Wales	1 000	8.0	1 500	13.6	nil	-	-	-	-	
<u>14.0 - 14.499</u>										
Dalhousie	1 000	7.7	nil	0.0	nil	-	-	-	-	
King's College	nil	0.0	1 000	7.7	nil	-	-	-	-	
Moncton	nil	0.0	2 000	16.7	nil	-	-	-	-	
Mount St. Vincent	2 000	16.7	-	-	nil	-	-	-	-	
St. Dunstan's	600	4.4	1 300	10.7	nil	-	-	1 300	8.7	
Sherbrooke	1 455	11.6	-	-	19 125	725	3.9	400	2.2	
Simon Fraser	nil	0.0	nil	0.0	nil	-	-	-	-	
<u>14.5 - 14.999</u>										
Acadia	1 100	8.1	-	-	nil	-	-	-	-	
Huron College	1 000	7.4	1 000	8.0	nil	-	-	-	-	
<u>15.0 - 15.499</u>										
Bishop's	700	4.8	1 300	9.8	nil	-	-	-	-	
U.B.C.	nil	0.0	1 200	8.6	nil	-	-	-	-	
Loyola	400	2.7	920	6.7	nil	-	-	-	-	
U. N. B.	1 200	8.6	1 000	7.7	nil	-	-	-	-	
Ottawa	718	5.0	1 875	15.0	nil	-	-	-	-	
Polytechnique	550	3.7	700	5.0	19 100	600	3.2	1 500	8.8	
St. Francis X	1 150	8.2	nil	0.0	nil	-	-	-	-	
St. Mary's	1 500	11.1	500	3.8	nil	-	-	-	-	
St. Thomas	1 200	8.6	-	-	nil	-	-	-	-	
Waterloo	nil	0.0	1 500	11.1	nil	-	-	-	-	
Western	nil	0.0	1 500	11.1	nil	-	-	-	-	
<u>15.5 - 15.999</u>										
Brandon	1 200	8.3	1 500	11.5	nil	-	-	-	-	
Manitoba	500	3.3	700	4.8	nil	-	-	-	-	
McMaster	500	3.3	1 000	7.1	nil	-	-	-	-	
Queen's	300	1.9	1 500	10.7	nil	-	-	-	-	
St. John's	500	3.3	1 700	12.6	nil	-	-	-	-	
St. Michael's C.	600	3.9	1 200	8.6	nil	-	-	-	-	
St. Paul's	500	3.3	1 700	12.6	nil	-	-	-	-	
Sir G. Williams	1 500	10.7	nil	0.0	18 800	1 900	11.2	800	5.0	
Toronto	600	3.9	1 200	8.6	nil	-	-	-	-	
Trinity College	600	3.9	1 200	8.6	nil	-	-	-	-	
Winnipeg	500	3.3	700	4.8	nil	-	-	-	-	
York	600	4.0	1 000	7.1	nil	-	-	-	-	
<u>16.0 - 16.499</u>										
Brock	1 000	6.7	1 000	7.1	nil	-	-	-	-	
Carleton	2 200	15.9	nil	0.0	nil	-	-	-	-	
Guelph	1 500	10.3	1 000	7.4	nil	-	-	-	-	
Hautes Etudes com.	1 300	8.8	700	5.0	19 150	1 300	7.3	850	5.0	
McGill	1 000	6.7	1 000	7.1	nil	-	-	-	-	
Memorial	1 500	10.3	2 000	16.0	nil	-	-	-	-	
Trent	1 000	6.7	1 000	7.1	nil	-	-	-	-	
Waterloo Luth.	1 750	12.3	1 600	12.6	nil	-	-	-	-	
Windsor	1 000	6.7	750	5.3	nil	-	-	-	-	
<u>16.5 - 16.999</u>										
Lakehead	1 200	7.8	1 300	9.3	nil	-	-	-	-	
Laurentienne	2 250	15.8	1 250	9.6	19 000	-	-	-	-	
R. M. C.	1 250	8.2	1 250	8.9	23 300	-	-	-	-	
Saskatchewan	900	5.6	1 000	6.7	nil	-	-	-	-	
<u>17.5 - 17.499</u>										
Alberta	900	5.4	1 375	9.0	nil	-	-	-	-	
Calgary	900	5.4	1 375	9.0	nil	-	-	-	-	
Lethbridge	900	5.4	-	-	nil	-	-	-	-	

tableau 3-b

SELON L'UNIVERSITÉ:

PROFESSEUR AGRÉGÉ

- traitement minimal et augmentation entre 1967-1968
et 1968-1969, entre 1966-1967 et 1967-1968
- traitement maximal et augmentation entre 1967-1968
et 1968-1969, entre 1966-1967 et 1967-1968

traitement minimal (1968-1969) groupe par intervalle	traitement minimal				traitement maximal					
	aug. entre 67-8 et 68-9		aug. entre 66-7 et 67-8		1968-69	aug. entre 67-8 et 68-9		aug. entre 66-7 et 67-8		
	\$	%	\$	%	\$	\$	%	\$	%	
11.0 - 11.499										
U. B. C.	nil	0.0	300	2.7	nil	-	-	-	-	
Huron College	700	6.7	1 000	10.5	nil	-	-	-	-	
Laval	550	5.2	420	4.2	nil	-	-	510	3.6	
Moncton	nil	0.0	1 500	15.8	nil	-	-	-	-	
Mount St. Vincent	1 000	10.0	-	-	nil	-	-	-	-	
St. Dunstan's	500	4.7	750	7.5	nil	-	-	-	-	
Simon Fraser	nil	0.0	nil	0.0	nil	-	-	-	-	
Waterloo	nil	0.0	1 000	10.0	nil	-	-	-	-	
11.5 - 11.999										
Acadia	900	8.2	-	-	nil	-	-	-	-	
Bishop's	700	6.3	1 000	9.8	15 199	700	4.8	-	-	
Dalhousie	1 000	9.5	nil	0.0	nil	-	-	-	-	
Loyola	400	3.5	1 010	9.7	nil	-	-	-	-	
Prince of Wales	1 000	9.5	1 500	16.7	13 500	-	-	-	-	
St. Michael's C.	400	3.5	800	7.6	nil	-	-	-	-	
Sherbrooke	1 570	15.8	-	-	16 750	1 350	8.8	400	2.7	
Toronto	400	3.5	800	7.6	nil	-	-	-	-	
Trinity College	400	3.5	800	7.6	nil	-	-	-	-	
Western	nil	0.0	1 000	9.5	nil	-	-	-	-	
York	400	3.6	700	6.7	nil	-	-	-	-	
12.0 - 12.499										
Brandon	1 000	9.1	500	4.8	15 700	1 200	8.3	1 500	11.5	
Brock	800	7.0	500	4.5	nil	-	-	-	-	
Carleton	730	6.5	770	7.3	nil	-	-	-	-	
King's College	1 250	11.4	500	4.8	nil	-	-	-	-	
Manitoba	400	3.4	600	5.5	nil	-	-	6 001	41.4	
McMaster	500	4.3	1 000	9.5	nil	-	-	-	-	
U. N. B.	1 000	9.1	1 000	10.0	nil	-	-	-	-	
Ottawa	575	5.0	1 500	15.0	nil	-	-	-	-	
Polytechnique	600	5.1	700	6.4	16 875	675	4.2	1 200	8.0	
Queen's	300	2.5	1 500	14.3	nil	-	-	-	-	
St. Francis X.	650	5.7	nil	0.0	15 500	2 150	16.1	nil	0.0	
St. John's	400	3.4	1 100	10.5	nil	-	-	1 700	12.6	
St. Mary's	1 000	9.1	500	4.8	nil	-	-	-	-	
St. Paul's	400	3.4	1 100	10.5	nil	-	-	1 700	12.6	
St. Thomas	1 000	9.1	-	-	nil	-	-	-	-	
Waterloo Luth.	1 300	11.8	1 500	15.8	15 450	1 300	9.2	1 500	11.9	
Winnipeg	400	3.4	600	5.5	nil	-	-	-	-	
12.5 - 12.999										
Guelph	1 000	8.7	500	4.5	nil	-	-	-	-	
Hautes Études com.	1 000	8.5	700	6.4	16 000	2 500	18.5	-1 000	-6.9	
Lakehead	950	8.1	1 000	9.3	nil	-	-	-	-	
Laurentienne	1 850	17.0	900	9.0	16 500	3 500	26.9	500	4.0	
McGill	800	6.8	700	6.4	nil	-	-	-	-	
Memorial	1 000	8.7	1 000	9.5	nil	-	-	-	-	
R. M. C.	2 050	19.2	-100	-0.9	16 350	1 350	9.0	1 200	8.7	
Saskatchewan	700	5.8	600	5.2	16 300	1 100	7.2	600	4.1	
Sir G. Williams	1 500	13.6	nil	0.0	17 200	1 500	9.6	1 000	6.8	
Trent	1 100	9.6	1 000	9.5	nil	-	-	-	-	
13.0 - 13.499										
Alberta	500	4.0	1 025	8.9	17 450	900	5.4	1 425	9.4	
Calgary	500	4.0	1 025	8.9	17 450	900	5.4	1 425	9.4	
Lethbridge	500	4.0	-	-	17 450	900	5.4	-	-	
Windsor	1 000	8.3	1 000	9.1	16 500	1 000	6.5	750	5.1	

tableau 3-c

SELON L'UNIVERSITÉ

- traitement minimal et augmentation entre 1967-1968
et 1968-1969, entre 1966-1967 et 1967-1968

PROFESSEUR ADJOINT

- traitement maximal et augmentation entre 1967-1968
et 1968-1969, entre 1966-1967 et 1967-1968

traitement minimal (1968-1969) groupé par intervalle	traitement minimal				traitement maximal					
	aug. entre 67-8 et 68-9		aug. entre 66-7 et 67-8		1968-69	aug. entre 67-8 et 68-9		aug. entre 66-7 et 67-8		
	\$	%	\$	%	\$	\$	%	\$	%	
8.5 - 8.999										
Moncton	nil	0.0	1 000	13.3	nil	-	-	-	-	
Mount St. Vincent	600	7.5	-	-	nil	-	-	-	-	
Sherbrooke	580	7.1	-	-	14 190	1 890	15.4	300	2.5	
Waterloo	nil	0.0	700	9.0	nil	-	-	-	-	
9.0 - 9.499										
Acadia	700	8.2	-	-	nil	-	-	-	-	
Bishop's	500	5.7	700	8.8	11 899	700	6.3	-	-	
Brandon	800	9.4	500	6.3	12 000	1 000	9.1	500	4.8	
U. B. C.	nil	0.0	200	2.2	nil	-	-	-	-	
Dalhousie	1 000	12.5	nil	0.0	nil	-	-	-	-	
Hautes Études com.	1 800	24.0	600	8.7	12 700	1 100	9.5	600	5.5	
Laval	505	5.7	365	4.3	nil	-	-	440	3.6	
Manitoba	300	3.3	500	5.9	nil	-	-	1 001	9.1	
U. N. B.	500	5.9	500	6.3	nil	-	-	-	-	
Ottawa	437	5.0	1 140	15.0	nil	-	-	-	-	
St. Dunstan's	400	4.7	600	7.5	nil	-	-	-1 450	-12.2	
St. John's	300	3.3	1 000	12.5	nil	-	-	1 100	10.5	
St. Mary's	600	7.1	400	5.0	nil	-	-	-	-	
St. Paul's	300	3.3	1 000	12.5	nil	-	-	1 100	10.5	
St. Thomas U.	nil	0.0	-	-	nil	-	-	-	-	
Saskatchewan	500	5.7	500	6.1	12 200	600	5.2	500	4.5	
Simon Fraser	nil	0.0	nil	0.0	nil	-	-	-	-	
Winnipeg	300	3.3	500	5.9	nil	-	-	-	-	
9.5 - 9.999										
Alberta	500	5.6	675	8.1	12 950	500	4.0	1 075	9.5	
Brock	700	7.8	1 000	12.5	nil	-	-	-	-	
Calgary	500	5.6	675	8.1	12 950	500	4.0	1 075	9.5	
Carleton	760	8.7	440	5.3	nil	-	-	-	-	
Guelph	800	8.9	500	5.9	nil	-	-	-	-	
Huron College	1 000	11.8	1 000	13.3	nil	-	-	-	-	
Lethbridge	500	5.6	-	-	12 950	500	4.0	-	-	
McGill	600	6.7	700	8.4	nil	-	-	-	-	
McMaster	500	5.6	1 000	12.5	nil	-	-	-	-	
Memorial	500	5.6	500	5.9	nil	-	-	-	-	
Polytechnique	400	4.3	1 020	12.3	13 200	600	4.8	1 100	9.6	
Prince of Wales	1 000	11.8	1 000	13.3	11 500	-	-	-	-	
Queen's	300	3.3	1 000	12.2	nil	-	-	-	-	
R. M. C.	600	6.7	600	7.1	12 750	900	7.6	900	8.2	
St. Francis X.	1 700	21.8	-1 200	-13.3	11 600	1 000	9.4	-1 200	-10.2	
St. Michael's C.	300	3.3	700	8.2	nil	-	-	-	-	
Sir G. Williams	1 000	11.8	nil	0.0	13 500	900	7.1	800	6.8	
Toronto	300	3.3	700	8.2	nil	-	-	-	-	
Trent	500	5.6	750	9.1	nil	-	-	-	-	
Trinity College	300	3.3	700	8.2	nil	-	-	-	-	
Waterloo Luth.	900	10.5	1 100	14.7	11 600	900	8.4	1 100	11.5	
Western	nil	0.0	1 000	11.8	nil	-	-	-	-	
Windsor	750	8.3	500	5.9	13 500	1 000	8.0	1 000	8.7	
York	400	4.4	600	7.1	nil	-	-	-	-	
10.0 - 10.499										
Lakehead	700	7.5	700	8.1	nil	-	-	-	-	
Laurentienne	1 220	13.9	780	9.8	12 750	2 250	21.4	800	8.2	

tableau 3-d

SELON L'UNIVERSITÉ:

- traitement minimal et augmentation entre 1967-1968 et 1968-1969, entre 1966-1967 et 1967-1968
- traitement maximal et augmentation entre 1967-1968 et 1968-1969, entre 1966-1967 et 1967-1968

CHARGÉ D'ENSEIGNEMENT

traitement minimal (1968-1969) groupé par intervalle	traitement minimal				traitement maximal					
	aug. entre 67-8 et 68-9		aug. entre 66-7 et 67-8		1968-69	aug. entre 67-8 et 68-9		aug. entre 66-7 et 67-8		
	\$	%	\$	%	\$	\$	%	\$	%	
6.5 - 6.999										
Moncton	nil	0.0	500	8.3	nil	-	-	-	-	
Mount St. Vincent	550	8.8	-	-	nil	-	-	-	-	
R. M. C.	900	15.8	nil	0.0	10 200	450	4.6	600	6.6	
Sherbrooke	-100	-1.4	300	4.5	11 200	900	8.7	100	1.0	
Waterloo	nil	0.0	300	4.8	nil	-	-	-	-	
7.0 - 7.499										
Alberta	275	4.1	600	9.8	9 450	500	5.6	725	8.8	
Calgary	325	4.8	600	9.8	9 450	500	5.6	725	8.8	
Laval	260	3.9	240	3.7	8 400	400	5.0	-1 500	-15.8	
Lethbridge	325	4.8	-	-	9 450	500	5.6	-	-	
McMaster	nil	0.0	1 000	16.7	nil	-	-	-	-	
Memorial	nil	0.0	-	-	nil	-	-	-	-	
U. N. B.	500	7.7	500	8.3	nil	-	-	-	-	
Ottawa	345	5.0	900	15.0	nil	-	-	-	-	
Saskatchewan	400	5.9	300	4.6	9 800	700	7.7	300	3.4	
Simon Fraser	nil	0.0	nil	0.0	nil	-	-	-	-	
7.5 - 7.999										
Bishop's	300	4.1	nil	0.0	9 199	500	5.7	-	-	
U. B. C.	nil	0.0	500	7.1	nil	-	-	-	-	
Brock	700	10.0	nil	0.0	nil	-	-	-	-	
Hautes études com.	1 800	30.0	500	9.1	9 900	3 000	43.5	500	7.8	
Huron College	1 000	15.4	nil	0.0	nil	-	-	-	-	
Loyola	400	5.4	720	10.8	nil	-	-	-	-	
Polytechnique	300	4.1	1 000	15.9	9 900	-100	-1.0	1 600	19.0	
Prince of Wales	1 000	15.4	500	8.3	9 500	-	-	-	-	
St. Dunstan's	325	4.5	nil	0.0	8 125	325	4.2	100	1.3	
St. Francis X.	1 000	14.7	800	13.3	8 800	1 300	17.3	nil	0.0	
St. Mary's	-	-	-	-	nil	-	-	500	6.7	
St. Michael's	300	4.0	500	7.1	nil	-	-	-	-	
St. Thomas	-	-	-	-	nil	-	-	-	-	
Toronto	300	4.0	500	7.1	nil	-	-	-	-	
Trent	400	5.6	-	-	nil	-	-	-	-	
Trinity College	300	4.0	500	7.1	nil	-	-	-	-	
Waterloo Luth.	600	8.6	1 000	16.7	9 350	600	6.9	1 000	12.9	
Western	nil	0.0	500	7.1	nil	-	-	-	-	
Windsor	750	10.7	250	3.7	10 250	750	7.9	500	5.6	
York	1 500	25.0	nil	0.0	nil	-	-	-	-	
8.0 - 8.499										
Guelph	600	8.0	500	7.1	nil	-	-	-	-	
Lakehead	600	7.8	800	11.6	nil	-	-	-	-	
Laurentienne	1 150	16.2	400	6.0	10 000	1 900	23.5	400	5.2	
McGill	500	6.7	700	10.3	nil	-	-	-	-	
Sir G. Williams	1 300	18.6	200	2.9	9 500	200	2.2	850	10.1	

tableau 4

SELON le RANG et l'UNIVERSITÉ (1967-1968) :

calcul du chevauchement* entre le
9e décile et le traitement minimal
du rang supérieur au 9e décile

titulaire			agréé		adjoint		chargé d'ens.
Acadia	minimum 13 500 9e décile chevauchement	95.6	11 000 12 910	97.3	8 500 10 700	103.4	8 790
Alberta	minimum 16 600 9e décile chevauchement	99.7	12 500 16 550	96.8	9 000 12 100	108.6	9 775
Bishop's	minimum 14 500 9e décile chevauchement	96.6	11 200 14 000	94.6	8 700 10 600	101.1	8 800
Brandon	minimum 14 500 9e décile chevauchement	91.0	11 000 13 200	104.5	8 500 11 500	-	-
U.B.C.	minimum 15 200 9e décile chevauchement	98.7	11 300 15 000	104.4	9 200 11 800	104.3	9 600
Brock	minimum 15 000 9e décile chevauchement	-	11 500 -	96.3	9 000 11 080	100.0	9 000
Calgary	minimum 16 600 9e décile chevauchement	96.4	12 500 16 000	96.0	9 000 12 000	96.1	8 650
Carleton	minimum 13 800 9e décile chevauchement	102.2	11 270 14 100	97.6	8 740 11 000	101.8	8 900
Dalhousie	minimum 13 000 9e décile chevauchement	119.2	10 500 15 500	123.8	8 000 13 000	125.8	10 060
Guelph	minimum 14 500 9e décile chevauchement	96.8	11 500 14 040	97.8	9 000 11 247	98.7	8 880
Lakehead	minimum 15 300 9e décile chevauchement	88.0	11 800 13 460	98.3	9 300 11 600	96.8	9 000
Laurentienne	minimum 14 250 9e décile chevauchement	95.4	10 900 13 600	94.5	8 780 10 300	96.8	8 500
Laval	minimum 12 470 9e décile chevauchement	126.7	10 510 15 802	127.0	8 845 13 348	124.4	11 000
Lethbridge	minimum 16 600 9e décile chevauchement	98.2	12 500 16 300	97.6	9 000 12 200	-	-
Loyola	minimum 14 700 9e décile chevauchement	91.8	11 400 13 500	95.2	9 200 10 855	100.9	9 230

tableau 4 (suite)

SELON le RANG et l'UNIVERSITÉ (1967-1968) :

calcul du chevauchement * entre le
9e décile et le traitement minimal
du rang supérieur au 9e décile

titulaire			appréié		adjoint		chargé d'ens.
Manitoba	minimum 15 200 9e décile chevauchement	98.7	11 600 15 000	99.1	9 000 11 500	101.0	9 090
McGill	minimum 15 000 9e décile chevauchement	103.9	11 700 15 580	102.6	9 000 12 000	100.0	9 000
McMaster	minimum 15 000 9e décile chevauchement	96.1	11 500 14 409	102.7	9 000 11 806	109.3	9 840
Memorial	minimum 14 500 9e décile chevauchement	93.4	11 500 13 540	95.7	9 000 11 005	99.9	8 988
Moncton	minimum 14 000 9e décile chevauchement	103.6	11 000 14 500	88.8	8 500 9 770	94.1	8 000
Montréal	minimum 14 700 9e décile chevauchement	107.6	11 700 15 818	114.6	9 000 13 405	-	-
U.N.B.	minimum 14 000 9e décile chevauchement	96.4	11 000 13 500	100.0	8 500 11 000	110.8	9 420
Nova Scotia	minimum 13 250 9e décile chevauchement	103.8	12 250 13 750	93.3	9 000 11 425	-	-
Ottawa	minimum 14 375 9e décile chevauchement	103.1	11 500 14 822	104.2	8 740 11 988	105.3	9 200
Fr. of Wales	minimum 12 500 9e décile chevauchement	94.4	10 500 11 800	96.2	8 500 10 100	103.5	8 800
Queen's	minimum 15 500 9e décile chevauchement	101.4	12 000 15 720	104.2	9 200 12 500	130.4	12 000
R.M.C.	minimum 15 250 9e décile chevauchement	95.6	10 700 14 580	110.3	9 000 11 805	113.7	10 230
St. Dunstan's	minimum 13 500 9e décile chevauchement	-	10 750 -	111.6	8 600 12 000	-	-
St. F. X.	minimum 14 050 9e décile chevauchement	98.4	11 350 13 835	90.3	7 800 10 250	99.5	7 700
St. Mary's	minimum 13 500 9e décile chevauchement	106.7	11 000 14 400	97.7	8 400 10 750	108.9	9 150

t a b l e a u 4 (suite)

SELON le RANG et l'UNIVERSITÉ (1967-1968)

calcul du chevauchement * entre le
9e décile et le traitement minimal
du rang supérieur au 9e décile

titulaire		agrégé		adjoint		chargé d'ens.
Saskatchewan minimum 16 000 9e décile chevauchement	96.9	12 100 15 500	96.7	8 700 11 700	141.4	12 300
Sherbrooke minimum 12 575 9e décile chevauchement	130.1	9 950 16 360	127.7	8 150 12 710	159.5	13 000
Simon Fraser minimum 14 000 9e décile chevauchement	103.9	11 000 14 550	102.7	9 000 11 300	103.6	9 325
Sir G. Wms. minimum 14 000 9e décile chevauchement	99.7	11 000 13 960	98.2	8 500 10 800	103.5	8 800
Toronto minimum 15 200 9e décile chevauchement	108.6	11 300 16 500	117.7	9 200 13 300	108.7	10 000
Trent minimum 15 000 9e décile chevauchement	107.1	11 500 16 070	95.3	9 000 10 960	-	-
Victoria minimum 14 500 9e décile chevauchement	97.6	11 500 14 150	99.1	9 200 11 400	105.2	9 680
Waterloo minimum 15 000 9e décile chevauchement	96.4	11 000 14 460	100.0	8 500 11 000	105.9	9 000
Waterloo L. minimum 14 250 9e décile chevauchement	88.6	11 000 12 620	97.3	8 600 10 700	98.8	8 500
Western minimum 15 000 9e décile chevauchement	102.7	11 500 15 400	108.7	9 500 12 500	111.6	10 600
Windsor minimum 15 000 9e décile chevauchement	97.3	12 000 14 600	98.3	9 000 11 800	105.6	9 500
Winnipeg minimum 15 200 9e décile chevauchement	86.7	11 600 13 180	95.1	9 000 11 030	98.9	8 900
York minimum 15 000 9e décile chevauchement	105.0	11 200 15 750	102.7	9 100 11 500	110.2	10 030

* chevauchement: $\frac{9e\ décile \times 100}{\text{traitement minimal du rang supérieur}}$

tableau 5

SELON le RANG et l'UNIVERSITÉ (1967-1968):

calcul du chevauchement* entre le 9e décile et le traitement maximal du même rang

	titulaire	agrégé	adjoint	chargé d'ens.
Alberta	maximum 9e décile chevauchement	nil 20 150 -	16 550 16 550 100.0	12 450 12 100 97.2
Bishop's	maximum 9e décile chevauchement	nil - -	14 499 14 000 96.6	11 199 10 600 94.7
Brandon	maximum 9e décile chevauchement	nil - -	14 500 13 200 91.0	11 000 11 500 104.5
Calgary	maximum 9e décile chevauchement	nil 18 990 -	16 550 16 000 96.7	12 450 12 000 96.4
Laurentienne	maximum 9e décile chevauchement	nil - -	13 000 13 600 104.6	10 500 10 300 98.1
Laval	maximum 9e décile chevauchement	18 030 17 726 98.3	14 660 15 802 107.8	12 580 13 348 106.1
Lethbridge	maximum 9e décile chevauchement	nil - -	16 550 16 300 98.5	12 450 12 200 98.0
Manitoba	maximum 9e décile chevauchement	nil 19 840 -	20 500 15 000 73.2	12 000 11 500 95.8
Memorial	maximum 9e décile chevauchement	15 500 18 125 116.9	13 500 13 540 100.3	11 500 11 005 95.7
Montréal	maximum 9e décile chevauchement	17 850 19 850 111.2	13 800 15 818 114.6	10 800 13 405 124.1
R.M.C.	maximum 9e décile chevauchement	nil 18 450 -	15 000 14 580 97.2	11 850 11 805 99.6
St. Dunstan's	maximum 9e décile chevauchement	16 300 - -	nil - -	10 400 12 000 115.4
St. F.X.	maximum 9e décile chevauchement	nil 15 900 -	13 350 13 825 103.6	10 600 10 250 96.7
St. Mary's	maximum 9e décile chevauchement	nil - -	nil 14 400 -	nil 10 750 -
Saskatchewan	maximum 9e décile chevauchement	nil 19 480 -	15 200 15 500 102.0	11 600 11 700 100.9

tableau 5 (suite)

SELON le RANG et l'UNIVERSITÉ (1967-1968):

calcul du chevauchement* entre le 9e décile et le traitement maximal du même rang

	titulaire	agrégé	adjoint	chargé d'ens.
maximum	18 400	15 400	12 300	10 300
Sherbrooke 9e décile	-	16 360	12 710	13 000
chevauchement	-	106.2	103.3	126.2
maximum	16 900	15 700	12 600	9 300
Sir G. Wms. 9e décile	-	13 960	10 800	8 800
chevauchement	-	88.9	85.7	94.6
maximum	nil	14 150	10 700	8 750
Waterloo L. 9e décile	-	12 620	10 700	8 500
chevauchement	-	89.2	100.0	97.1
maximum	nil	15 500	12 500	9 500
Windsor 9e décile	16 600	14 600	11 800	9 500
chevauchement	-	94.2	94.4	100.0

* chevauchement: $\frac{9e\ décile}{traitement\ maximal\ du\ même\ rang} \times 100$

tableau 6

SELON L'UNIVERSITÉ ET LE RANG: augmentation annuelle fixe, 1968-1969

	titulaire	agrégé	adjoint	chargé d'ens.
	\$	\$	\$	\$
Alberta	600	600	500	400
Calgary	600	600	500	400
Hautes études comm.	350	300	300	300-500
Lakehead	400	400	400	300
Laval	600	400	250	700
Lethbridge	600	600	500	400
McGill	400	400	360	300
Folytechnique	350	300	300	300
St. Dunstan's	350*	350*	300*	300*
St. Francis Xavier	350	350	300	200
St. Mary's	7-8%	7-8%	7-8%	7-8%
Saskatchewan	nil	500	500	400
Sherbrooke	125	200	270	340
Waterloo Lutheran	400	350	300	250

*plus l'augmentation du coût de la vie

SUMMARY DATA ON UNIVERSITY TEACHER SALARY SCALE MINIMUMS FOR FOUR ACADEMIC RANKS, BY PROVINCE, BY INSTITUTION,
1968 - 1969
DONNÉES SOMMAIRES SUR L'ÉCHELLE MINIMALE DE TRAITEMENT DES PROFESSEURS DE QUATRE RANGS
SELON LA PROVINCE ET L'INSTITUTION

Province, institution	Full Professor Titulaire	Associate Professor Agrégé	Assistant Professor Adjoint	Rank immediately below Assistant Professor Le rang inférieur à celui d'adjoint
Newfoundland - Terre-Neuve				
Memorial University	16 000	12 500	9 500	7 000
Prince Edward Island - Île-du-Prince-Édouard				
Prince of Wales College	13 500	11 500	9 500	7 500
St. Dunstan's University	14 100	11 250	9 000	7 525
Nova Scotia - Nouvelle-Écosse				
Acadia University	14 600	11 900	9 200	(1)
Dalhousie University	14 000	11 500	9 000	(1)
University of King's College	14 000	12 250	(2)	(3)
Mount Saint Vincent University	14 000	11 000	8 600	6 800
Nova Scotia Technical College	(1)	(1)	(1)	(1)
St. Francis Xavier University (4)	15 200	12 000	9 500	7 800
St. Mary's University	15 000	12 000	9 000	7 600
New Brunswick - Nouveau-Brunswick				
Université de Moncton	14 000	11 000	8 500	6 500
Mount Allison University	(1)	(1)	(1)	(1)
University of New Brunswick	15 200	12 000	9 000	7 000
St. Thomas University	15 000	12 000	9 000	7 500
Québec				
Bishop's University	15 200	11 900	9 200	7 600
École des Hautes études commerciales	16 000	12 700	9 300	7 800
Collège Jean-de-Brébeuf	(7)	(7)	(7)	(7)
Université Laval	13 180	11 060	9 350	7 000
Loyola College	15 100	11 800	9 500	7 800
McGill University	16 000	12 500	9 600	8 000
Université de Montréal	16 000	12 700	9 700	7 800
École Polytechnique	15 250	12 300	9 700	7 600
Collège Sainte-Marie	13 500	11 500	8 600	7 100
Université de Sherbrooke	14 030	11 520	8 730	6 900
Sir George Williams University	15 500	12 500	9 500	8 300
Ontario				
Brock University	16 000	12 300	9 700	7 700
Carleton University	16 000	12 000	9 500	(1)
University of Guelph	16 000	12 500	9 800	8 100
Huron College	14 500	11 200	9 500	7 500
Lakehead University	16 500	12 750	10 000	8 300
Laurentian University of Sudbury	16 500	12 750	10 000	8 250
McMaster University	15 500	12 000	9 500	7 000
Osgoode Hall Law School	-	-	-	-
University of Ottawa (5)	15 093	12 075	9 177	7 245
Queen's University at Kingston	15 800	12 300	9 500	(1)
Royal Military College of Canada (5)	16 500	12 750	9 600	6 600
University of St. Michael's College	15 800	11 700	9 500	7 800
University of Toronto	15 800	11 700	9 500	7 800
Trent University	16 000	12 600	9 500	7 500
Trinity College	15 800	11 700	9 500	7 800
Victoria University	15 800	11 700	9 500	7 800
University of Waterloo	15 000	11 000	8 500	6 500
Waterloo Lutheran University	16 000	12 300	9 500	7 600
University of Western Ontario	15 000	11 500	9 500	7 500
University of Windsor	16 000	13 000	9 750	7 750
York University	15 600	11 600	9 500	7 500
Manitoba				
Brandon University	15 700	12 000	9 300	(1)
The University of Manitoba	15 700	12 000	9 300	(1)
St. John's College	(6)	(6)	(6)	(6)
St. Paul's College	(6)	(6)	(6)	(6)
University of Winnipeg	15 700	12 000	9 300	(1)
Saskatchewan				
University of Saskatchewan	16 900	12 800	9 200	7 200
Alberta				
University of Alberta	17 500	13 000	9 500	7 000
University of Calgary	17 500	13 000	9 500	7 050
University of Lethbridge	17 500	13 000	9 500	7 050
British Columbia - Colombie-Britannique				
University of British Columbia	15 200	11 300	9 200	7 500
Notre Dame University of Nelson	-	-	-	-
Simon Fraser University	14 000	11 000	9 000	7 000
University of Victoria	(7)	(7)	(7)	(7)

- 1) No minimum stated - Aucun minimum déclaré
2) Variable
3) Non-existent rank - Pas de tel rang
4) 10-month basis - Base de calcul, 10 mois
5) Revisions planned for 68-69 - Révisions prévues pour 68-69
6) See detailed tables - Consulter tableaux détaillés
7) Salary scales for 1968-69 not yet stated - L'échelle de 1968-1969 n'est pas encore déterminée

Source: As reported to the Dominion Bureau of Statistics from May to July, 1968
rapports fournis au Bureau fédéral de la statistique de mai à juillet 1968

SALARY SCALES FOR TEACHERS AT CANADIAN UNIVERSITIES AND COLLEGES, 1968-1969
ÉCHELLES DE TRAITEMENT DES PROFESSEURS DANS LES UNIVERSITÉS ET LES COLLÈGES DU CANADA, 1968-1969

Institutions	Full Professors					Rank immediately below Assistant Prof.	Other Ranks
	Titulaires			Associate Professors	Assistant Professors		
	Deans Doyens	Dept. Heads, Directeurs de département	Others Autres				
Acadia University	none	14 600	14 600	11 900	9 200	Lecturer	
Minimum	-	-	- none-aucun-	-	-	none-aucun	
Maximum	-	-	- none-aucune	-	-	-	
Annual increment	-	-	- none-aucune	-	-	-	
University of Alberta	none	18 000	17 500	13 000	9 500	Lecturer	
Minimum	-	-	-	17 450	12 950	9 450	
Maximum	-	- none-aucun -	- - -	600	500	400	
Annual increment	-	-	-	-	-	-	
Bishop's University	none	15 200	15 200	11 900	9 200	Lecturer	
Minimum	-	-	- none-aucun -	-	-	7 600	
Maximum	-	-	-	15 199	11 899	9 199	
Annual increment	-	-	-	- none-aucune-	-	-	
Brandon University	no scale	established	15 700	12 000	9 300	Lecturer	Instructor
Minimum	échelle non établie	non établie	none-aucun	15 700	12 000	none-aucun	none-aucun
Maximum	-	-	-	- Increments not fixed -	-	9 300	9 300
Annual increment	-	-	-	-	-	-	Augmentations ne sont pas établies
University of British Columbia	none-aucun	15 200	15 200	11 300	9 200	Instructor II	Instructor I
Minimum	-	-	- none-aucun -	-	-	7 500	Senior instructor
Maximum	-	-	- none-aucune	-	-	-	Lecturer
Annual increment	-	-	- none-aucune	-	-	-	No minimum, maximum or annual increment
Prock University	none-aucun	16 000	16 000	12 300	9 700	Lecturer	
Minimum	-	-	- none-aucun -	-	-	7 700	
Maximum	-	-	- none-aucune	-	-	-	
Annual increment	-	-	- none-aucune	-	-	-	

SALARY SCALES FOR TEACHERS AT CANADIAN UNIVERSITIES AND COLLEGES, 1968-1969.
ÉCHELLES DE TRAITEMENT DES PROFESSEURS DANS LES UNIVERSITÉS ET LES COLLÈGES DU CANADA, 1968-1969

Institutions	Full Professors				Associate Professors	Rank immediately below Assistant Prof.		Other Ranks
	Deans	Titulaires	Dept. Heads, Directors	Others		Adjoints	Rang suivant adjoint	
	Doyens	Directeurs de département	Autres	Agrégés				
Laurentian Un. of Sudbury								
U. Laurentienne de Sudbury								
Minimum	-	16 500	16 500	12 750	Lecturer	10 000	8 250	Instructor
Maximum	-	19 000	19 000	16 500		12 750	10 000	6 500
Annual increment (1)	-	- - - up to 500, jusqu'à 500	- - - up to 500, jusqu'à 500	- - - up to 500, jusqu'à 500		-up to 300, jusqu'à 300-	8 250	8 250
nil								nil
Université Laval								
Minimum	(2)	(3)	13 180	11 060	Auxiliaire	9 350	7 000	Assistant
Maximum	(2)	(3)	- - - none-aucun	- - - none-aucun		8 400	8 400	
Augmentation annuelle	(2)	(3)	600	400		250	700	
University of Lethbridge								
Minimum	- - - none-aucun	- - -	17 500	13 000	Lecturer	9 500	7 050	
Maximum	- - - none-aucun	- - -	none	17 450		12 950	9 450	
Annual increment	- - - none-aucun	- - -	600	600		500	400	
Loyola College								
Minimum	- - -	- - -	15 100	11 800	Lecturer	9 500	7 800	Instructor
Maximum	- - -	- - -	- - - none-aucun	- - - none-aucun		- - -	- - -	6 000
Annual increment	- - -	- - -	- - - none-aucun	- - - none-aucun		- - -	- - -	- - -
McGill University								
Minimum	none-aucun	16 000	16 000	12 500	Lecturer	9 600	8 000	
Maximum	- - -	- - -	- - - none-aucun	- - - none-aucun		- - -	- - -	- - -
Annual increment	none-aucun	400	400	400		360	300	- - -
McMaster University								
Minimum	none-aucun	16 250	15 500	12 000	Lecturer	9 500	7 000	Instructor
Maximum	- - -	- - -	- - - none-aucun	- - - none-aucun		- - -	- - -	5 000
Annual increment	- - -	- - -	- - - none-aucun	- - - none-aucun		- - -	- - -	- - -

1) Annual increments are based upon merit. They are not automatic. 3) Same scale as full professors plus \$ 700.
2) Echelle des titulaires plus \$ 2 000.

University of Manitoba

Minimum	-- No scale --	15 700	12 000	9 300	Lecturer
Maximum	-- Pas d'échelle --	--	-- none-aucun --	--	none-aucun
Annual increment	--	--	-- none-aucune --	--	--

Memorial University of Newfoundland

Minimum	20 000	16 000	16 000	12 500	9 500	Lecturer
Maximum	--	--	-- none-aucun --	--	--	7 000
Annual increment	--	--	-- none-aucune --	--	--	--

Université de Moncton

Minimum	--	none-aucun	--	14 000	11 000	8 500	Chargé d'enseignement
Maximum	--	--	--	--	-- none-aucun --	--	6 500
Augmentation annuelle	--	--	--	--	-- none-aucune --	--	--

Mount Allison University

No fixed minimums or maximums for the year 1968-1969. Adjustments for 1968-1969 have already been made and represent fairly substantial increases over 1967-1968.

Université de Montréal

Minimum	--	--	16 000	12 700	9 700	Senior
Maximum	--	--	19 150	14 800 (4)	11 500 (4)	Junior
Augmentation annuelle	--	--	1 650	1 300	1 000	6 300
						7 200
						800
						600

Mount Saint Vincent University

Minimum	18 000	15 000	14 000	11 000	8 600	Lecturer
Maximum	18 000	15 000	--	-- none-aucun --	--	6 800
Annual increment	--	--	--	-- none-aucune --	--	--

University of New Brunswick

Minimum	none-aucun	15 200	15 200	12 000	9 000	Lecturer
Maximum	--	--	--	-- none-aucun --	--	7 000
Annual increment	--	--	--	-- none-aucune --	--	--

Nova Scotia Technical College:

Minimum	--	--	--	-- none-aucun --	--	--
Maximum	--	--	--	-- none-aucun --	--	--
Annual increment	--	--	--	-- none-aucune --	--	--

4) Membres du corps professoral avant juin 1967: agrégés, max. de \$ 15 200; adjoints, max. de \$ 11 600.

SALARY SCALES FOR TEACHERS AT CANADIAN UNIVERSITIES AND COLLEGES, 1968-1969
ÉCHELLES DE TRAITEMENT DES PROFESSEURS DANS LES UNIVERSITÉS ET LES COLLÈGES DU CANADA, 1968-1969

Institutions	Deans		Full Professors		Associate Professors	Assistant Professors	Rank immediately below Assistant Prof.	Other Ranks
	Doyens	Titulaires	Dept. Heads, Directors de département	Others				

5) Rise in the cost of living plus \$ 350.

6) Augmentation du coût de la vie plus \$ 300.

St. Francis Xavier University(7)

Minimum	- - -	Not stated	- - -	15 200	12 000	9 500	Lecturer
Maximum	- - -	Not stated	- - -	-	15 500	11 600	7 800
Annual increment	- - -	Not stated	- - -	350	350	300	800

St. John's College

As a result of a new academic arrangement with the University of Manitoba, professors located in St. John's College will receive their academic appointments from the University of Manitoba. Consequently their salaries will be within the framework of the salary scales of the University of Manitoba, and they will receive their monthly salary from the University direct.

Collège Sainte-Marie

Minimum	16 500	14 850	13 500	11 500	8 600	Chargé d'enseignement
Maximum	18 150	17 930	16 300	12 550	10 700	7 100
Augmentation annuelle	550	440	400	350	300	7 850

Saint Mary's University

Minimum	14 000	15 500	15 000	12 000	9 000	Lecturer
Maximum	- - -	- - -	none-aucun	- - -	- - -	7 600
Annual increment	- - -	- - -	7 - 8%	- - -	- - -	- - -

University of St. Michael's College

Minimum	none-aucun	16 000	15 800	11 700	9 500	Lecturer
Maximum	- - -	- - -	- - -	none-aucun	- - -	7 800
Annual increment	none-aucune	- - -	- - -	Unspecified - Non spécifiée	- - -	none-aucun

St. Paul's College (Manitoba) On April 1st, 1968 entered into a new arrangement with the University of Manitoba whereby the faculty of the College has been integrated into the over-all faculty of the University.

St. Thomas University

Minimum	not stated	- - -	15 200	12 000	9 000	Lecturer
Maximum	non indiqué	- - -	- - -	none-aucun	- - -	7 500
Annual increment	not stated	- - -	- - -	not stated - non fixe	- - -	- - -

University of Saskatchewan

Minimum	none	16 900	16 900	12 800	9 200	Lecturer
Maximum	- - -	none-aucun	- - -	16 300	12 200	7 200
Annual increment	- - -	none-aucune	- - -	500	500	6 800
	- - -	- - -	- - -	- - -	- - -	8 800
	- - -	- - -	- - -	- - -	- - -	400
	- - -	- - -	- - -	- - -	- - -	nil

7) All salaries are now on a 10 month basis. - La base de calcul des traitements est maintenant de 10 mois.

SALARY SCALES FOR TEACHERS AT CANADIAN UNIVERSITIES AND COLLEGES, 1968-1969
ÉCHELLES DE TRAITEMENT DES PROFESSEURS DANS LES UNIVERSITÉS ET LES COLLÈGES DU CANADA, 1968-1969

Institutions	Full Professors				Associate Professors	Assistant Professors	Rank immediately below Assistant Prof.	Other Ranks
	Titulaires							
	Deans	Dept. Heads, Directors	Others		Agrégés	Adjoints	Rang suivant adjoint	Autres
	Doyens	Directeurs de département	Autres					
Université de Sherbrooke								
Minimum	14 030 (8)	14 030 (9)	14 030		11 520	8 730	Chargé d'enseignement	Chargé de cours
Maximum	19 125 (8)	19 125 (9)	19 125		16 750	14 190	6 900	6 900
Augmentation annuelle	- - - Variable	- - -	125		200	270	11 200	11 200
							340	340
Simon Fraser University								
Minimum	- - - none-aucun	- - -	14 000		11 000	9 000	Instructor	Instructor
Maximum	- - -	- - -	- - -		- none-aucun	- - -	7 000	- - -
Annual increment	- - -	- - -	- - -		- none-aucun	- - -	- - -	- - -
Sir George Williams University								
Minimum	16 500	15 500			12 500	9 500	Lecturer	Special Lecturer
Maximum	20 100	18 800			17 200	13 500	8 300	8 300
Annual increment	- - -	- - -	- - -		- none-aucun	- - -	9 500	8 300
University of Toronto								
Minimum	- - - 15 800	- - -	- - -		11 700	9 500	Lecturer	Instructor
Maximum	- - -	- - -	- - -		- none-aucun	- - -	7 800	No scale
Annual increment	- - -	- - -	- - -		- none-aucun	- - -	- - -	Pas d'échelle
Trent University								
Minimum	none-aucun	16 000			12 600	9 500	Lecturer	- - -
Maximum	- - -	- - -	- - -		- none-aucun	- - -	7 500	- - -
Annual increment	- - -	- - -	- - -		- none-aucun	- - -	- - -	- - -
University of Trinity College								
Minimum	16 300	16 300	15 800		11 700	9 500	Lecturer	Tutor
Maximum	- - -	- - -	- - -		- - -	- - -	7 800	2 500
Annual increment	- - -	- - -	- - -		- - -	- - -	- - -	Teaching Assistant
None established, except as determined by min. for the next high- Varies within each rank and based upon ability. (est rank none)								
8) Echelle des titulaires plus \$ 2 000. 9) Full professors' scale plus maximum allowance of \$ 700.								

[illegible]

ON FINANCING HIGHER EDUCATION : TWO RECENT U.S. STUDIES

Edward J. Monahan

In an effort to stimulate further discussion of the meaning and implications of the rapidly increasing costs of higher education in Canada, I have undertaken this summary of two recently published U.S. analyses. The first is a report issued by the A.A.U.P.; the second is taken from the massive study on American higher education by Christopher Jencks and David Reisman, *The Academic Revolution*.

A recently published report of the salary committee of the A.A.U.P. presents a provocative analysis of the steadily increasing costs of higher education that merits careful consideration. In a significant departure from the usual practice, this year's Annual Report of Committee Z, *On the Economic Status of the Profession*, deals at some length with "the persistent and apparently growing financial pressures that beset our institutions of higher learning."¹

The *Report* is primarily concerned with the private U.S. colleges and universities, where increased costs have been most marked. However, the analysis employs principles and reaches conclusions that are applicable to U.S. public institutions as well, and *mutatis mutandis* to institutions of higher learning outside the United States.

With lucidity and rigor, the *Report* argues that the principal factors currently operating to increase the costs of higher education are neither transitory nor fortuitous and that the way to meet increasing costs involves convincing society that these costs are a necessary part of the price society must pay for continuing progress.

Some sobering if not altogether new facts are first summarized. According to statistics published by the U.S. Office of Education, *current expenditures per student* in non-public institutions rose by almost 65% during the decade from 1955-56 to 1965-66 (the latest year for which complete data are available) — a rise from \$1,875 per student in 1955-56 to \$3,102 per student in 1965-66. The figures are expressed in terms of 1965-66 dollars; i.e., they have been corrected

¹ Baumol, William & Heim, Peggy. *On the Financial Prospects for Higher Education: The Annual Report on the Economic Status of the Profession, 1967-1968 A.A.U.P. Bulletin* 54, 2 (June, 1968), 182-242. The analysis is contained in Part 1: *Private Institutions and the Financial Problems of Higher Education*, pp. 182-188.

for price level changes over the decade. Parallel data exist to show that the costs in the public institutions, while showing a less dramatic rise, also increased substantially over the same period.

It might be pointed out here that the term *current expenditure* includes four functional components: (1) student education — comprising the costs of general administration, instruction and departmental research, extension and public services, libraries, and operation and maintenance; (2) related activities; (3) auxiliary enterprises and student aid; and (4) organized research. If (4), organized research, were excluded, the increase in costs is reduced to some 50% but remains marked.

Though undoubtedly the figures are not strictly comparable, I mention in passing that the average cost per student in Canadian universities in 1962-63 was \$1,850, varying from an average of \$1,259 for institutions in the Atlantic Region to an average of \$2,105 for universities in Ontario.²

The *Report* mentions the widely held notion that these recent sharp increases in the costs of higher education in the U.S. are related to two principal factors: the large increase in student enrolment and the continuing strong inflationary pressures. It argues, however, that the facts do not support such an hypothesis.

If expanding enrolments were a major cause of the rising costs, one would expect to find a large increase in total expenditures with a relatively small increase in outlay per student (aside from increases attributable to increases in the general level of prices). There should be some economies derived from scale. But instead the increase in real expenditure per student has been very sharp.

If continuing inflation were a major cause, one would expect a rise in per student costs more or less parallel to the general increase in the cost of living. But, here again (using figures corrected to take inflation into account) the increase in per student costs has been much steeper than has been the increase in the general level of prices.

Increased emphasis upon research in higher education is still another factor frequently mentioned, but, as already noted, when research costs are excluded from the analysis the increase is still very large.

² *Financing Higher Education in Canada*. (Report of the Bladen Commission) University of Toronto Press, 1965, p. 27.

What, then, are the dominant factors involved? In the judgment of the authors of this *Report*, there are two. One is economic and is related to the nature of productivity in higher education.

Recognizing that faculty compensation constitutes the major portion of an institution's operating expenses — something in the order of 60 to 70 per cent, the *Report* designates as the first factor of dominant importance the *relative earnings* of faculty. In a society enjoying a continuous rise in the standard of living, no one group — whether dockers, postal workers, or professors — is willing to forego increases in compensation required to maintain its relative position in a society enjoying the benefits of increasing living standards. If the compensation received by any group fails to keep pace with increases in compensation gained by other groups and this condition exists for too long a period of time, both the number and the quality of persons entering the "disadvantaged" group will soon decline. This is as likely to occur among university professors as in any other group, perhaps more likely given their relatively high degree of mobility.

Therefore, if adequate numbers of qualified faculty are to be found and retained, adequate scales of compensation must be provided — scales sufficient to maintain the relative position of professors in a society enjoying a continuous increase in the standard of living. This requirement, moreover, is aggravated by the need to provide greater numbers of qualified personnel in the profession in order to handle expanding enrolments.

The second, technological factor operating to produce increasing costs in higher education is the relatively limited increase in productivity in higher education. As the *Report* points out, the U.S. economy has enjoyed in recent years a general rise in productivity per man-hour of some 2.5% per annum, a rate of increase amounting to a doubling of output per man-hour in less than three decades. Such a substantial increase in general productivity compounds into a significant growth in productive efficiency and this in turn is an important factor in increasing the general standard of living.

Undoubtedly universities have played an important role in assisting this process — academic research by contributing ideas and teaching by helping to provide qualified personnel of many kinds. Which is not to maintain that such services to the economy are the primary, much less the exclusive functions of universities.

However, the productivity of colleges and universities has not increased at the same rate as has productivity in general. Nor should it be expected to — at least not if quality is to be maintained. Education is substantially different from ordinary economic activity with respect to the role played in it by human effort. Setting aside the research function, as has often been stated but perhaps not often enough, there are several fundamental differences between teaching and manufacturing. One of the fundamental differences involves the fact that in teaching, unlike manufacturing, the quality of the “product”, i.e., the education gained by the student, depends very much on the personal confrontation between teacher and student. The image of Mark Hopkins at one end of the proverbial log with a student at the other end may be a bit overdrawn. Still it contains an important truth about one of the essential ingredients of quality education — close personal relationship between teacher and student.

While colleges and universities have been instrumental in helping raise productivity in society, they have not themselves developed methods of substantially increasing their own productivity in teaching. Indeed, the only method that has been developed in universities and colleges to increase direct and visible productivity is the use of larger classes. The *Report* surmises that one of the reasons why current costs in U.S. public institutions have not risen as rapidly as in their private counterparts is that the former — frequently under pressure from state legislatures — have been more willing to provide instruction by means of very large classes. However, while recourse to large classes does increase nominal productivity, its adverse effects on quality cannot be ignored. In short, it is very difficult to reduce the man-hours involved in the education process without adversely affecting the quality of the education being given.

To be sure, this picture is slightly overdrawn, as the *Report* acknowledges. A great teacher may be able to increase his effective “output” with the help of good teaching assistants and equipment. More effective use of teaching aids, particularly educational television, teaching machines, and tapes will reduce the amount of time a teacher needs to spend in person with individual students. But there appears to be little room for any dramatic increases in productivity without attendant diminution in quality. In saying this, it is conceded that measurements of the qualitative effects of educational activities are notoriously unreliable.

The significance of the foregoing analysis lies not so much in its ability to provide an adequate explanation for the otherwise puzzling phenomenon of the continuing rapid rise in the current costs of higher education but rather in its ability to provide an indication of future. Since there is little reason to expect any significant reduction in the rate of increase in general productivity — indeed there are signs the rate of increase is accelerating; and since there are no real prospects for increasing productivity in higher education without reducing quality, the costs of higher education may be expected to continue to increase at a rate more rapid than general costs.

However, because the costs of higher education increase as a result of general economic growth, the resources necessary to meet these increased costs exist. Even though, because the personal nature of the services provided by educational institutions to society permits very little increase in man-hour productivity relative to the rest of the economy, education costs increase more rapidly than do costs in general; sufficient resources are available to meet them. In a very real sense these costs are but the price of progress — a price society should willingly pay, provided its members realize the values derived.

Granted the premises of the argument, the conclusions seem to follow logically from them. However, not everyone is prepared to grant these premises. Thus the debate over financing continues. On the whole of course this is a good thing, since the issues are too crucial to be left unexamined or any analysis accepted without being subjected to close critical scrutiny.

A second, rather different analysis also meriting careful consideration is provided by Christopher Jencks and David Reisman.³ While admitting that the reasons for the recent rapid increases in costs are far from clear, they give as the basic one a steady rise in the level of amenity expected (indeed demanded) by college professors and administrators and to a lesser extent by students. Acknowledging that faculty incomes have not improved relative to those of the general population over the last half-century (and noting that, with the general rise in the level of education of the population as a whole, there is perhaps less justification than heretofore for any relative improvement), they point out that faculty have gained private offices, secretarial help, lighter

³ Jencks, Christopher and Reisman, David, *The Academic Revolution*. Doubleday & Co., Inc., 1968. The analysis is to be found in Chapter III, *Social Stratification and Mass Education*, esp. pp. 107 - 121.
For a review of the work, see this issue of the *Bulletin*, pp. 76-80.

teaching loads, graduate assistants, and many other perquisites, all of which have added to the costs of higher education.

Though firm in their judgment that the quality of American higher education has improved in recent decades, Jencks and Reisman reject as unproven, and probably unprovable, the claim that higher education needs constantly increasing funds to do a proper job. As they put it, institutions always believe they can do a better job if they spend more money and almost every college feels that it can provide a better education dollar for dollar if it had more funds available. However, this is probably an illusion in many cases, though there is no way to prove it. In the hard-boiled view of Jencks and Reisman,

“the remarkable thing about American colleges is not their uncritical impulse to spend an ever-larger share of the national income but their capacity to persuade the public that this impulse should be humored.”⁴

Their explanation of how the public became persuaded rests upon two crucial factors, both of them cultural rather than economic. The first is the increasingly obvious role of academic research in helping to re-shape both technology and social policy. This factor is mentioned prominently in the A.A.U.P. analysis, but Jencks and Reisman put the point rather differently:

“Legislators, philanthropists, and publicists were more persuaded than ever before that productive scholars were a national asset — quite aside from whether they taught undergraduates anything.”⁵

The second crucial factor, also accorded a major role in the A.A.U.P. *Report*, is the growing public concern for quality education. But, again the thrust is different. In the view of Jencks and Reisman, this public concern with quality is not concern with quality as such but with subjective considerations of rather less substance. In their words,

“As the over-all number of B.A.’s rose, the psychological importance of quality differentiation within this cadre rose correspondingly. . . . (Because of this) both legislators and parents were evidently willing to pay for the slightly more valuable certification of an academically reputable institution.”⁶

Such a shift in the public attitude towards providing increased financial support for higher education is put down as probably deriving

⁴ *Op. cit.*, pp. 112 - 113.

⁵ *Op. cit.*, p. 114.

⁶ *Ibid.*

in part from demographic changes — the increase in effective weight of the priorities of middle aged, middle class men and women.

This second analysis certainly presents a more uncomplimentary picture of the forces behind the recent surge in spending on higher education in the United States. More importantly, it raises somewhat different issues to be faced when determining how much further increased spending should go. What is good for academics and for the middle class may be good for society as a whole. But many will not see it this way; moreover, they may be right. What is developed out of the self-interest of a privileged group in society may still accomplish great good in the whole society. But, then again it may not — as the history of “enlightened self-interest’s invisible hand” shows all too well.

If important personal and social benefits accrue to society and its members as a result of maintaining and improving the quality of higher education, while at the same time expanding it, then society should be encouraged to continue to meet the necessary financial costs, even though these be continuously expanding. If, however, increased spending on higher education benefits principally only a small group of society, and this an already privileged group, while at the same time these benefits cost heavily for slight improvements, then the brakes on spending might need to be applied forthwith. While I support the first position, I am very sensitive to the need to continue weighing carefully any evidence in support of alternative positions.

Both the authors of the *A.A.U.P. Report* and Professors Jencks and Reisman expect the increase in spending on U.S. higher education to continue accelerating, at least for the immediate future. However, they all recognize that there must be an upper limit, even though it be a constantly upward moving one. Where this limit is, or should be at any given time, is likely to be a matter of increasingly intense debate.

In Canada at the present time the rate of spending on higher education involves a significantly smaller proportion of our G.N.P. than is the case in the U.S. But the recent rate of increase here has been similarly spectacular and is likewise likely to continue. We too, then, are likely to see more debate on the merits of this increase.

Because we in this country are so heavily committed to public support for higher education, it is to be hoped that this debate will be public. It is also to be hoped that sometime soon more adequate

research on the present costs of Canadian higher education, analogous to that reported in the two U.S. studies here summarized, will lend a further dimension of realism to the debate. Ultimately of course the hard decisions will involve value judgments and these do not derive from empirical facts. However, an adequate grasp of the relevant facts remains an essential ingredient in making sound value judgments.

Edward J. Monahan.

The addresses in this book have been selected from among those given by Dr. Bissell, on many occasions over the last twelve years.

In them he expresses some of his attitudes to the role of the university today, its strength and weaknesses, its direction, its relationship with the rest of society.

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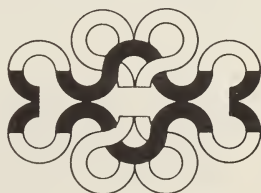
UNIVERSITY OF TORONTO
PRESS

Toronto, Buffalo

THE STRENGTH OF THE UNIVERSITY

*A Selection from the
Addresses of*

CLAUDE T. BISSELL



CENSURED ADMINISTRATIONS : U.S.A.

The following is a list of institutions currently or recently under censure by the American Association of University Professors

Institutions *remaining* on the Association's list of censured administrations:

Alabama State College

Alcorn Agricultural and Mechanical College

Benedict College

Grove City College

Jefferson Medical College of Philadelphia

Lowell Technological Institute

College of the Ozarks (Censure was voted specifically on the Board of Trustees, and not on the institution's administrative officers).

St. John's University (Owing to the extraordinary seriousness of the violation of academic freedom and tenure by St. John's University, the Fifty-second Annual Meeting of the Association approved an action of Committee A which states that, although "we do not recommend imposing an absolute obligation upon our members to decline appointments, we do feel that in the case of St. John's University it would be inappropriate for our members to accept appointments at St. John's University)."

Sam Houston State College

South Dakota State University (Censure was voted specifically on the Board of Regents of Education of the State of South Dakota, and not on the institution's administrative officers).

Wayne State College (Nebraska).

Institutions against whom censure was voted at the Fifty-Fourth Annual Meeting of the A.A.U.P., in April 1968:

Amarillo College

Arkansas Agricultural and Mechanical College

Cheyney State College (Pennsylvania)

Lorain County Community College

Saint Mary's College (Minnesota)

Southern University and Agricultural and Mechanical College

Texas A and M University

Trenton State College (New Jersey)
Wisconsin State University at Whitewater.

Institutions *removed* from the censure list at the Fifty-Fourth Annual Meeting of the A.A.U.P., in April 1968:

The State College of Arkansas
The University of Arkansas
Lincoln College (Illinois)
Mercy College of Detroit
University of South Florida.

LIBEL

AND ACADEMIC FREEDOM

A LAWSUIT AGAINST POLITICAL EXTREMISTS

Arnold M. Rose

"Communist collaborator" and "security risk" were phrases used in the literature of a right-wing extremist group to describe Arnold M. Rose. Charges of libel were brought against the group. Mr. Rose, a professor of Sociology at the University of Minnesota until his recent death, recounts these events and presents an account of the trial.

Academic freedom was at stake because the basis for the statements lay in his scholarly work as co-author of *AN AMERICAN DILEMMA*. Special legal significance lay in Mr. Rose's status as a member of a state legislature and therefore as a public official.

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BOOK REVIEWS — NOTES DE LECTURE

THE ACADEMIC REVOLUTION

Jencks, Christopher & Reisman, David.

Toronto, Doubleday Publishers, 1968. 580 pages.

This massive work undertakes a monumental task, nothing less than a comprehensive sociological and historical analysis of American higher education. The product of ten years' collaborative effort on the part of Jencks and Reisman, it is certainly the most compendious volume yet to appear on U.S. higher education. The dust jacket records Clark Kerr's judgment that *The Academic Revolution* tells more, and tells it with greater insight, about the great diversity and endless intricacies of U.S. higher education than any other study ever has or most likely ever will. I'm not sure I would go that far, particularly on the last point; but certainly the work is of great value, filled with an immense amount of factual data and much critical comment, the whole presented in a crisp style uncommon in works on education.

Jencks and Reisman acknowledge in the *Introduction* their inability to develop a general theory that even begins to contain all the complexities of the various relationships between American society and American colleges, and that their descriptions often transcend and sometimes contradict their generalizations. But this is hardly a major shortcoming in a work of such scope.

The first chapter outlines a general hypothesis about the evolution of higher education in America and describes "the academic revolution". Subsequent chapters examine the relationship of higher education to particular interest groups or subcultures in American society: the rich, the vocationally oriented, girls, Protestants, Catholics, Negroes, and so on. Each of these chapters contains much useful information and sound analysis. The heart of the book, however, is Jencks' and Reisman's assessment of the academic revolution, the background to it and the implications springing from it, and this review concentrates attention here.

The academic revolution described by Jencks and Reisman involves "the rise of the power of the academic profession." What has occurred is a redistribution of power in the colleges and universities of the U.S., marked by a great increase in the power of the professoriate. This

ASSOCIATION NEWS — COMMUNICATIONS

1. CENTRAL OFFICE DIARY

CHRONIQUE DU SECRÉTARIAT

SEPTEMBER — NOVEMBER 1968

SEPTEMBRE — NOVEMBRE 1968

- Sept. 5 : Executive Secretary in Montreal on Academic Freedom and Tenure Committee business.
- Sept. 5 - 7 : Associate Executive Secretary to Winnipeg for a meeting of the Western Region Faculty Associations.
- Sept. 6 : Executive Secretary at meeting in Ottawa of the Sub-Committee on Education of the Canadian National Commission for UNESCO.
- Sept. 9 : Associate Executive Secretary to the University of Ottawa to participate in an orientation day for new faculty members sponsored by the Association of Professors of the University of Ottawa.
- Sept. 12 : C.A.U.T. President in Ottawa for meeting with central office staff.
- Sept. 13 - 14 : Executive Secretary in Toronto for meetings with the Executive Vice-Chairman of O.C.U.F.A., Chairman of the Committee on Academic Freedom and Tenure, and Trustees of the J. H. Stewart Reid Memorial Fellowship Trust Fund.
- Sept. 20 : C.A.U.T. President and other members of E. & F. Committee in Ottawa for sub-committee meetings.
- Sept. 21 - 22 : Professional staff and members of the executive in Ottawa for a regular meeting of the Executive and Finance Committee.
- Sept. 30 : Executive Secretary to Waterloo to attend a regular meeting of the faculty association at the University of Waterloo.
- Oct. 5 - 6 : Executive Secretary to Toronto to attend a regular meeting of the Committee on Academic Freedom and Tenure.
- Oct. 7 - 11 : Associate Executive Secretary to Windsor, London, and St. Catharines for meetings with the faculty associations at Windsor, Western and Brock.
- Oct. 18 : Executive Secretary at meeting in Ottawa called by the Royal Society of Canada.

- Oct. 21 - 24 : Executive Secretary to Sudbury, the Lakehead, and Sault Ste. Marie for meetings with the faculty associations at Laurentian and Lakehead and for a visit to Algoma College.
- Oct. 27 - 31 : Executive Secretary to British Columbia for visits with member associations at U.B.C., Simon Fraser, and Victoria.
- Nov. 6 - 7 : C.A.U.T. President and Executive Secretary at annual meeting of the A.U.C.C. in Ottawa.
- Nov. 8 : C.A.U.T. President at Queen's University, Kingston, for the installation of Principal John Deutsch.
- Nov. 14 - 17 : Professional staff and members of the executive to Montreal for a regular meeting of the Executive and Finance Committee and for the fall meeting of Council.

2. FROM THE JULY MEETING OF THE EXECUTIVE AND FINANCE COMMITTEE.

RÉUNION DE JUILLET DU BUREAU DE DIRECTION

- Reviewed developments at Simon Fraser University consequent upon the passing of censure by the Council and decided to withhold further action in implementing the censure motion;
- Authorized the President and the Executive Secretary to name two or three C.A.U.T. representatives to the joint steering committee with the Ontario Television Council to assist in the preparation of a brief to the Economic Council of Canada on matters of Canadian copyright law relating to ETV;
- Named Professor George McAllister, C.A.U.T. Vice President, to chair a committee to revise the C.A.U.T./A.C.P.U. constitution;
- Received a report from Professor D. C. Baillie, C.A.U.T. Treasurer and member of the joint continuing committee on pensions concerning preparations to launch a feasibility study under the direction of Mr. Sam Eckler, C.A.;
- Disposed of several matters relating to the J. H. Stewart Reid Memorial Trust Fellowship;
- Received a notice of motion from Professor Willard Allen that summaries of the minutes of the E. & F. Committee meetings be distributed to member faculty associations;
- Received a report from Professor Allen on developments at the University of Lethbridge concerning the controversy over the

proposed site for the new campus (The proposal of the Alberta government that a local referendum be held on the matter, which had been the focus of severe criticism from many quarters including the C.A.U.T., had been withdrawn by Premier Manning and the question appeared now to have been satisfactorily resolved.);

- Clarified the policy on the granting of travel subsidies to member associations for attendance at Council meetings to bring it into line with practises on levying membership fees (Newly affiliated member associations become eligible to receive the subsidy at the Council meeting following their affiliation. Member associations becoming affiliated at the fall meeting are responsible for one half the annual C.A.U.T. membership fees for the fiscal year; member associations affiliated at the spring meeting are responsible for full fees for the following fiscal year.);
- Discussed a request from the executive of a local faculty association that the C.A.U.T. undertake an investigation of problems involving board and administration at the institution and decided to undertake no formal investigation at this time;
- Established the place and time for the next meeting of the E & F committee : Ottawa, September 21 and 22;
- Established the place and time for the fall Council meeting : Montreal, November 16 and 17.

3. J. H. STEWART REID MEMORIAL TRUST FELLOWSHIP

The Trustees of the J. H. Stewart Reid Memorial Fellowship Trust Fund are planning to make the first award in 1969, to be held in the academic year 1969-70. A detailed announcement will be made in the near future, and faculty associations will be asked to assist in publicizing it.

FONDS DE BOURSES À LA MÉMOIRE DE J. H. STEWART REID

Les administrateurs du fonds de bourses de perfectionnement à la mémoire de J. H. Stewart Reid décerneront la première bourse en 1969 pour l'année universitaire 1969-1970. Nous fournirons d'ici peu d'autres renseignements. Nous demanderons la collaboration des associations locales dans la publicité.

4. OPENINGS IN CANADIAN UNIVERSITIES AND COLLEGES

Effective November, 1968, *Academic Vacancies*, published by

POSTES VACANTS DANS LES UNIVERSITÉS DU CANADA

La brochure de l'A.U.C.C., intitulée *Vacances dans les universités canadiennes* (supplément d'Affaires

A.U.C.C., will be distributed free within Canada. It will appear as supplements to *University Affairs*. Faculty members are eligible to receive this publication on an individual basis and are invited to write A.U.C.C. requesting that they be placed on the mailing list. Write *University Affairs*, A.U.C.C., 151 Slater Street, Ottawa 4, Ont.

Universitaires) sera distribuée gratuitement au Canada dès novembre 1968. Les professeurs intéressés à recevoir cette publication doivent écrire à l'A.U.C.C. et demander de porter leur nom à la liste d'envoi : *Affaires Universitaires*, A.U.C.C., 151, rue Slater, Ottawa 4, Ont.

5. INTERNATIONAL AFFAIRS / AFFAIRES INTERNATIONALES

—On August 23 the following telegram was addressed to Prime Minister Trudeau and to the Honourable Mitchell Sharp :

"Canadian Association of University Teachers expresses gravest concern over events in Czechoslovakia and the menace they present to intellectual, cultural, and personal liberty. It urges your government to take all possible steps to assist those whose liberty is curtailed and afford hospitality to those who may be forced to leave their country."

In reply, the following telegram was received from Mr. Sharp :

"Grateful for your views on Czech crisis. I am following situation hour by hour and you can rest assured that Canadian government will take all useful action within its power."

—At the same time as these unhappy events were unfolding, a South African scholar who has the strong support of faculty members and students on grounds that were clearly those of *apartheid*. The following telegram, therefore was sent to the School of African Studies, University of Capetown, Rondebosch, South Africa :

"Canadian Association of University Teachers strongly supports appointment of Archie Mafeje as Senior Lecturer in conformity with recognized principles of academic freedom."

No reply has as yet been received.

6. FALL MEETING OF THE COUNCIL RÉUNION DU CONSEIL À L'AUTOMNE

The regular fall meeting of the C.A.U.T. Council will be held at the Holiday Inn, Sherbrooke Street, Montreal, November 16 and 17, 1968.

redistribution of power within the educational institutions has been accompanied — and to some extent caused — by a significant change in the relationship between the universities and other established institutions in society. The consequences and social implications of this revolution are now becoming starkly clear — the universities, particularly through their graduate and professional schools, have become the pace setters in the promotion of “meritocratic” values in society.

Many academics may be unaware that they have wrought a revolution and now enjoy unparalleled power in society; but Jencks and Reisman present a very persuasive case on behalf of their main thesis. Few of the details are entirely new; the accumulation of them in support of the thesis is utterly fascinating if not altogether convincing.

Professionalization occurred first in the graduate and professional schools but by now has begun to filter down to the undergraduate colleges. Jencks and Reisman aptly characterize American graduate schools as empires exercising increasingly effective control over large colonies of undergraduate institutions, exploiting them in much the same way as imperialist political forces exploit underdeveloped territories.

With professionally-minded faculty in the saddle, there are increased pressures on all colleges and universities to apply the same meritocratic standards of the graduate school to the undergraduate education. The result has been the gradual elimination of unscholarly faculty and unscholarly students from the “best” schools and greatly increased pressures on all the rest towards conformity with the standards established by the leaders.

In the imperialist analogy adopted by Jencks and Reisman, “Like all imperial powers, the graduate schools believe they are doing their empire a favour by keeping order and maintaining standards within it. Given their values, this is to some extent true. Nevertheless, their values are not the only imaginable or appealing ones, nor are they necessarily the ones most appropriate to an undergraduate college.” (p. 515)

What are some of the more direct implications of this revolution? Many of today’s professors are scholars or pseudo-scholars, giving primary allegiance to their discipline and not to their institution. They have much less emotional investment (or even interest) in the social and moral development of their students than did their counterparts a century ago. Moreover, unlike even their pre-World War II counterparts, to-day’s professors, particularly the productive scholars, do relatively little

"scut" work around the college: teaching lower division courses, reading papers and examinations, advising students, and the like. As a consequence, these routine matters of mass higher education have fallen increasingly by default to graduate students who have in effect assumed the role of shop stewards (J' & R's term), mediating between the highly professionalized faculty who run the curriculum and the mass of undergraduates who pursue it.

Even more to the point, as Jencks and Reisman see it,

"Since only a minority of undergraduates have either the talent or the motivation to act like apprentice scholars, many professors disclaim responsibility for the majority, urge more selective admissions standards, and hope for the best. They view the faculty and its apprentices as 'the heart of the university' and the still uncommitted undergraduates as an expendable penumbra." (p. 39)

The central problem in the relations between faculty and students — is not the generation gap but the difference between professionals and amateurs. Since they have no reason to think that they could approximate the professorial model even if they tried, most students simply cannot afford to take it too seriously. They cannot compete with their professors and they cannot relate to them in any other way either.

Current student unrest is aptly treated after the analogy of guerrilla warfare in support of colonial liberation. Jencks and Reisman see the aging occupying powers as likely winning all the battles while the youthful guerrilla fighters are gradually winning the war. In the long run, undergraduates almost certainly will win increased autonomy, with the victory likely to lead to a period of neo-colonialism.

The authors are equally perceptive in their comments on present curricular inadequacies. Remarking that the best students are often completely "turned off" when confronted (as they frequently are) with pedantry and alienated erudition, Jencks and Reisman ruefully point out that, at present,

"...turning them back on (often) goes by default to critics of higher education who encourage them to believe that all systematic and disciplined intellectual effort is a waste of time and that moral assurance will suffice not only to establish their superiority over their elders but to solve the problems their elders have so obviously botched." (p. 533)

Despite their many trenchant criticisms, however, Jencks and Reisman are far from being unappreciative of recent developments in American higher education. They recognize that to-day's students are

generally better prepared and learn more than their counterparts in earlier generations. Faculty too are better prepared and often more interested. Even in terms of human (personal) growth, Jencks and Reisman see development. By almost any standard they can think of, the youth in today's colleges and universities are better off than their predecessors.

But two central problems in contemporary U.S. higher education remain: the academic profession's understandable preference for preaching to the already converted minority instead of engaging in missionary activity among the mass of the unconverted, and the inadequacy of the faith adhered to by the academics. The two great challenges Jencks and Reisman see stemming from these twin problems involve devising colleges that can touch the lives of those vast numbers of students who now are merely going through the motions in college and devising graduate programmes (even a style of faculty life) that better develops and exemplifies the life of the mind.

At the moment, they see very little effort being exerted on either front and they do not expect "decolonization" to come about in their time. With 150 Avides all trying to become Hertz, as they put it, there seems little immediate prospect that the professionalization of higher education, with all its assets and these major liabilities, will soon be checked.

Numerous sobering demographic and sociological judgments are also to be found in this work. The assumption that the recent rapid increase in U.S. college enrolment is largely the result of increased lower middle and working class access to and interest in higher education proved wrong. The percentage of college freshmen whose fathers had not completed elementary school compared with those whose fathers had entered college was higher in the decade 1915-1925 than it was thirty years later in the period 1945-1955. A similar widening gap is found when a college freshman's chances of obtaining a degree are examined. In the period 1915-1925 freshmen from poorly educated families were more likely to earn degrees than their colleagues from well-educated ones. Not so today. Admittedly, such comparisons are misleading, since they ignore significant changes in the democratization of U.S. secondary school education. But they do give one pause.

Similarly, the common assumption that higher education is playing an ever-larger role in determining social position in the U.S. was found to be unwarranted. Jencks and Reisman conclude that the empirical

evidence is ambiguous and that if there is any increasing correlation between educational attainment and occupational status the increase is quite slight. They do, however, recognize that there has been a change in the relative importance of different kinds of academic credentials, especially a college degree.

From which they conclude that,

"... one of the central functions of higher education — along with providing jobs for scholars — is to control access to upper middle class strata." (p. 100)

Here the demand far exceeds supply and competition for the limited number of places is keen. As a result of this situation, colleges must "cool out" large numbers of youth whose ambitions exceed their ability.

Jencks and Reisman are just as hard-headed (cynical?) about the real effects of schooling. These, they tell us, may depend as much on how well the student thinks he is doing (a phenomenon they promptly dub "the rich maiden aunt effect") as on how long he stays or what he does at school. If he thinks the time and effort spent at school will produce a "rich reward" in the end, this may be the decisive factor, not what he learns or how much schooling he takes. *The Academic Revolution* literally teems with such provocative statements, each worthy of serious consideration if only to be rejected in the end as unfounded, distorted, or over-simplified.

Jencks and Reisman assert in their *Introduction* that American educators have seldom been able to give coherent explanations for what they were doing and that even when they did have a consistent theory it often had little to do with the actual results achieved. American educators owe these two men a large debt for having produced so clear a mirror. Even with the inevitable distortions, it provides a very valuable tool for self-analysis. Everyone interested in the development of higher education in the U.S. and elsewhere can profit much from a careful study of this work.

Edward J. MONAHAN.

THE COMMONWEALTH OF LEARNING

by Henry Steele Commager

New York: Harper and Row, 1968. 277 pages.

The title of this book seems to suggest a rather systematic examination of the state of education, especially of higher education, to which the term "learning" ordinarily applies. Such an examination, by a historian and analyst of Professor Commager's lucidity and candour, would be invaluable at this juncture. It might do half a dozen Commissions out of jobs. The book, however, is nothing of the kind. It comprises twenty-three essays written over the past decade, some of them delivered as addresses, some of them published in various journals. The most recent is the article on "Student Recruitment and University Responsibility" that was published in the *New Republic* last February and immediately reprinted by more than one student newspaper in Canada. The essays are arranged in three groups. The first nine deal with "The School", the next eight with "The University", and the remaining six with "Aspects of Academic Freedom". Individual topics range from "How Far Should Schooling Go?" to "Give the Games Back to the Students" to "Science, Learning, and the Claims of Nationalism".

Because of its composition, then, the book is unsatisfying. It does not follow that it is unrewarding. Every piece in it bears the stamp of Professor Commager's learning and of his humanity. The first makes available to the reader a vast store of information about, and understanding of, the United States and its culture, and the culture of the Western World. The second ensures that as this learning is brought to bear on educational problems, it is infused continually with passionate concern for social justice and the enrichment of the minds and lives of individuals that must — it is too often forgotten — be the overriding concern of all teachers if education is to mean anything more than the improved mechanization of human skills.

For the Canadian reader, two aspects of the book are likely to be especially interesting. Unintentionally, I should think, it presents the dilemma of many intellectuals at the present time, especially in the United States. On almost every page, the author's passionate belief in the American idea shines through. He deeply loves, is deeply committed to, those notions of human equality, liberty, and indeed brotherhood that have inspired great men and great events in the course of American history. Open *The Commonwealth of Learning* at random and you

will almost certainly find before you some reference to the glorious past — as this, for example, from “Changing Tasks of Teacher Education”:

“... Jefferson, Horace Mann, Henry Barnard, Jane Addams, Lester Ward, John Dewey — no nation has a more distinguished roster. They addressed themselves to the role of education in prospering the Republic and to the contribution of education to the great community of learning. It is to the training of teacher-philosophers who have that vision and that understanding that we must return. What an enviable prospect it is that opens up before us.” (p. 49)

Occasionally, indeed, Professor Commager’s devotion to America, as idea and as nation, may strike the non-American reader as even a little bizarre. “Much of our history,” he says at one point, “is, in a sense, an achievement in avoidance — nationalism without *Nationalismus*, world power without imperialism, majority rule without majority tyranny, capitalism without class warfare, and so on.” Having written that sentence in 1958, he lets it stand in 1968 — with a footnote: “It is no longer certain that we can claim immunity from imperialism.” I find myself wondering how much torment of mind went into that footnote.

For it represents the other force in the dilemma to which I have referred: the author’s growing and now passionate sense that the American idea is rapidly being frustrated and that *education must bear much of the responsibility for this fact*. Deepening social inequality, swift technological growth, which makes conformity more and more pervasive and the means of imposing it more and more insidious, and over all the haunting horror of Vietnam — with these, educators must become deeply involved. In the long run the cherishing of the idea is up to them; there is no other way. In the concluding essays — on the activities of the USIA and the CIA, on the Mulford Sibley civil liberties case, on the failures and potentialities of television, on student recruitment — the moral responsibility of universities is the continuing underlying theme.

The Canadian reader will be equally interested in the ways in which Professor Commager’s comments, though intended for American consumption, are sharply relevant to the Canadian scene. His concern with the problems of academic freedom, of the changing nature of educational institutions and programs, of the rising costs and the propriety of tuition fees, of the relations between universities and governments, chimes with our concern. What he has to say is informed and thoughtful as well as frequently provocative, and it deserves our attention. Let me

quote two passages, which should set disturbing echoes ringing in the ears of C.A.U.T. members:

"Educators, then, should emancipate themselves from the notion that they are to reflect, rather than to guide, the interests of society; that they must cater to community prejudices as well as to community interests; that they are somehow bound by the educational mechanics of the past. They should emancipate themselves, too, from one fear whose roots go back into the Old World — the fear of becoming financially involved with the national government.

"For reasons familiar to all of us, our schools were, from the beginning, controlled by district, town, and state rather than by the nation. This was, and is, all to the good, for local control made it impossible for any government or any party to use the schools of the nation as a political instrument. We have assumed that local and state, or private, control cannot be retained if the national government helps foot the bill. This assumption is both illogical and pernicious. It is illogical because it flies in the face of our experience with national support to state universities and to agricultural experiment stations, as well as to a series of scholarly, scientific, and artistic enterprises, such as the Library of Congress, the National Gallery, the U.S. Geological Survey, the Smithsonian Institution, and others — all of them largely dependent on federal money but happily free from federal control of their substantive activities.

"It is pernicious because it inevitably condemns large groups of our children — those who reside in poor states — to an education inferior to that enjoyed by children in rich states." (pp. 15-16.)

"If we are to meet the demands of the new society, if we are to train technicians and administrators for ourselves and for the backward areas of the globe, we must see to it that far more students go to college and to graduate and professional schools than now do, and we must keep them there until they become expert.

"All very well, it will be said, but why should the taxpayer subsidize those who are able to pay for their education and who will in the end profit greatly from that education? If education is indeed a good investment why should not its beneficiaries pay the bill?

"It is a plausible argument, this, and one that gains strength from a contemplation of the affluence which so many students seem to enjoy — the shining cars parked in front of the handsome fraternity houses, the weekends at ski resorts and the summers abroad. We should not allow ourselves to be distracted by these irrelevancies, but keep in mind the controlling principle. The important thing about higher education, as about fire or police protection, good roads, slum clearance, national parks, old-age pensions and unemployment compensation, is not the private but the public benefit. We do not tax parents with children more heavily than those without because they benefit more from public schools, or remit taxes to those who may not qualify for unemployment insurance." (pp. 166-167)

J. Percy SMITH

WHOSE GOALS FOR AMERICAN HIGHER EDUCATION ?

Edited by Charles G. Dobbins & Calvin B.T. Lee

Washington, D.C., American Council on Education, 1968. 241 pages.

This is another volume illustrating the growing intensity of concern over the health of American higher education. It contains, with two exceptions, papers prepared for the Fiftieth Anniversary Meeting of the American Council on Education held in October, 1967.

The meeting was planned to bring together students, faculty, administrators, trustees, and persons in public life — the major constituencies in U.S. higher education, in order to obtain their views on the principal goals for higher education and the ways to achieve them. The result is a veritable cacophony of conflicting views, admirable perhaps in their breadth but rather frightening in their contradictions.

The collected papers illustrate all too well the point made by Logan Wilson in his brief *Foreword*: that the traditional aims of higher education — teaching, research, and public service, are today being modified under increasing pressures from expectations that differ, frequently compete, and sometimes conflict.

Beyond the general, and genuine concern for establishing the goals of higher education, there is no single theme joining the various papers. The teaching-research "dichotomy" is explored once more, with a

variety of results some good some not so good. There is a provocative paper on "Teaching and Learning. Whose Goals are Important Around Here?" by Philip R. Werdell that argues for the development among students of "self-directed learners" and several animated commentaries on this proposal.

David Fellman's paper on "The Academic Community: Who Decides What?" makes a pitch for increased faculty participation, and draws a mixed response from the commentators. Kenneth Keniston deals with the responsibility of the university for criticism and social change.

McGeorge Bundy's widely quoted indictment of the universities for their failure to be frank in public statements about their financing, "In Praise of Candor", is here, as is a reprint of the fine essay of Walter Lippmann on, "The University and the Human Condition."

One of the harshest indictments of contemporary U.S. higher education is contained in the forceful and eloquent paper of Samuel Gould, Chancellor of the State University of New York, "A New Objective,"

"The blunt truth is that, as institutions of learning, we have allowed our initiative to become dulled and our courage eroded. We have allowed ourselves to be led along pathways not of our own choosing and have not often enough made plain what our own pathways are. We have frequently taken refuge in broad platitudinous statements of objectives; then we have compounded our error by doing very little to fortify these statements with specific programmes that show we mean what we say. And we have rarely re-examined our goals in terms of the needs of contemporary society, except in scientific and technological aspects, so that in the eyes of many people, we are not reaching to the heart of our reason for being." (p. 225.)

Chancellor Gould's prescription — that the universities themselves be the originators of whatever process is necessary to determine anew their own goals and thereafter undertake actions resolutely reflecting their efforts to reach such goals — is very sound. Alas, with so little agreement at present on goals, the prospect of united action seems almost romantically remote.

However, the volume does provide some solid ground for optimism. The degree of concern expressed and the capabilities for analysis displayed indicate that the basic human resources necessary to resolve the complex problems do exist. Although the comparison is no doubt somewhat

invidious, by these standards the proceedings of a similar Centennial Conference on Canadian higher education sponsored by the A.U.C.C. last year does not measure up nearly so well.

E.J.M.

UNIVERSITIES : AMERICAN, ENGLISH, GERMAN

by Abraham Flexner

Toronto, Oxford University Press, 1968. 381 pages, with index.

This is a welcome reprint of a work that has long enjoyed a place of honour on the bookshelves of students of higher education. Originally published in 1930, Flexner's analysis of the modern university has stood the test of time rather well. Which is not to say that today's university is Flexner's.

The volume also contains a twenty page introductory essay by Clark Kerr, "On Remembering Flexner", valuable as much for what it tells the reader about Kerr as for what it tells us about Flexner. In this essay, the protagonist of the contemporary multiversity assesses the strengths and weaknesses (as he judges them) of Flexner's concept of the university.

For Kerr, although Flexner's views on many issues are sound, the essential viewpoint expressed by him about universities was wrong. The lectures of Flexner read against the background of Kerr's judgments provide a stimulating exercise in critical judgment.

Oxford University Press is to be congratulated for having undertaken this reprint, retaining the original attractive type and providing a tastefully designed paper cover, available at (for book prices these days) a moderate price.

E.J.M.

NOTICE OF POSITIONS VACANT*
ANNONCE DES POSTES VACANTS*

UNIVERSITY OF ALBERTA. Department of Radio and Television. ETV — Chief Executive Officer needed for educational television association, with application for broadcast license, now producing videotapes. Supervise production and office staff, liaison with educational institutions, public relations and general administration. Excellent opportunity in scenic Western Canada. Salary open. Apply: Mr. T. D. Baker, Acting Superintendent, Edmonton Public School Board, 10010 — 107A Avenue, Edmonton, Alberta.

UNIVERSITY OF BRITISH COLUMBIA. Applications are invited for the position of *Dean of Arts* at the University of British Columbia. Candidates should forward with their application, a *curriculum vitae*, the names of three referees and any other information that would indicate special qualifications for the position. Send applications or enquiries to Dr. M. W. Steinberg, Chairman, Committee to Advise the President in the Selection of a Dean of Arts, University of British Columbia, Vancouver 8, B.C., Canada.

LAURENTIAN UNIVERSITY. Department of English. Associate or assistant professor of English required to take up duties immediately and to teach third year and first year courses (three courses in all) this year. An Honours programme operates and graduate work is planned shortly. Salary (minima: Associate Professor, \$12,750; Assistant Professor, \$10,000) will relate to qualifications and experience. Ph.D. and proven research experience are desirable. Applications should be sent to Dr. E. Wright, Chairman, Department of English, Laurentian University, Sudbury, Ontario.

* Institutions are charged for announcements of *Positions Vacant* at the rate of 75¢ per line or fraction thereof, with a minimum of \$3 per notice. Notices should be sent to the Editor, C.A.U.T. *Bulletin*, Room 603, 77 Metcalfe Street, Ottawa 4, Ontario.

* Le taux de l'annonce des postes vacants est fixé à soixante-quinze cents par ligne ou fraction de ligne; le prix minimal est de trois dollars. Veuillez adresser toute annonce au directeur du *Bulletin de l'A.C.P.U.*, 77, rue Metcalfe, bureau 603, Ottawa 4, Ontario.

LOYOLA COLLEGE. Director, Computing Centre. Applications are invited from computer scientists, applied mathematicians or electrical engineers qualified to direct the growth of the Computer Center and organize an undergraduate programme in Computer Science. Center has full-time manager, assistants and part-time programmers. Appointee will be expected to teach an undergraduate course in Computer Science. Organizational ability and Computer Center administrative experience is desirable. Ph.D. degree desirable but candidates with an advanced degree and related professional experience will be considered. Academic rank and salary open.

Lecturer in Computer Science. Openings for persons with an advanced degree to teach undergraduate courses in Computer Science. Choice of courses involving high level scientific languages and applications of numerical techniques and/or business-oriented languages and applications in data processing. Excellent opportunity for candidates proceeding towards a Ph.D. degree. Salary competitive. Send resumé to: Chairman, Computer Science Committee, Loyola College, Montreal 28, Quebec.

UNIVERSITY OF OTTAWA. Department of Biology. Limnologist. Will be expected to conduct graduate work in his own field of specialization and teach some undergraduate courses in invertebrate and vertebrate zoology. Degree: Ph.D.; rank and salary: Assistant/Associate, \$9,177 to \$14,000, commensurate with experience and qualifications. Applications should be directed to Dr. A. DesMarais, Chairman.

SIR GEORGE WILLIAMS UNIVERSITY. Assistant Professor of *Instructional Communications, Instructional Media Office.* Applications are invited for the position of Assistant Professor to teach courses in Communication Theory and Research, and Instructional Systems Design. Applicants should possess a Ph.D. (Ph.D. candidates will be considered) and have experience in teaching and research in the application of Instructional Communication Systems. Write: G. A. B. Moore, Instructional Media Officer, Sir George Williams University, Montreal, P.Q.

UNIVERSITY OF TORONTO. Department of Civil Engineering. The Sanitary Engineering section of the Department of Civil Engineering currently has a position available which will involve teaching and research in Sanitary Engineering, Water Supply and allied Municipal

subjects. Advanced degree in the field of Sanitary Engineering preferably a Ph.D. is required. Rank dependent upon training and experience. Applications should be made, complete with *curriculum vitae* to the Chairman, Department of Civil Engineering, University of Toronto, Toronto 5, Ontario. Minimum Salaries 1968-69: Lecturer \$7,800; Assistant Professor \$9,500; Associate Professor \$11,700; Professor \$15,800.

TRENT UNIVERSITY. Department of Biology. Chairman required. Field open, but quantitative ecologist preferred. Department oriented towards study of freshwater lake systems. University four years old, expanding, with 1000 students in 1968/69. Emphasis on undergraduate programme, but limited graduate work will be initiated. Appointment to commence 1 July 1969. For particulars, write Dean of Arts and Science, Trent University, Peterborough, Ontario.

Department of French Studies is seeking a qualified scholar to be Chairman of the Department. Familiarity with the literature and culture of French Canada will be an asset, but is not essential. Appointment will be effective July 1, 1969, or earlier.

Trent University is a growing new university, with 1000 students expected in 1968/69. Emphasis is placed on small-group teaching and residential college life. For further information, write to: The Dean of Arts and Science, Trent University, Peterborough, Ontario.

UNIVERSITY OF VICTORIA. University President. The University of Victoria invites suggestions for candidates qualified for the post of President of the University. The University will enrol approximately 4,900 students this fall in the following areas: Faculty of Arts and Science, Faculty of Education, Faculty of Graduate Studies and the School of Fine Arts. It is expected that enrolment will reach 8,000 by the mid-1970's. Suggestions should be sent to: The Secretary, Advisory Committee on the Selection of a President, University of Victoria, Victoria, B.C.

UNIVERSITY OF WATERLOO. Department of Electrical Engineering. It is planned to make five of the following six appointments in the Department of Electrical Engineering in the period September 1968 — September 1969: Digital Systems and Computers; Communications; Control; Electronic Devices and Circuits; Networks and Circuit Theory;

Power and High Voltage. Appointments can be at the levels Professor, Associate Professor or Assistant Professor (except in Control). Salaries will mostly be in the range \$10,000 to \$20,000. Address inquiries to Professor A. R. M. Noton, Chairman, Department of Electrical Engineering, University of Waterloo, Waterloo, Ontario.

NOTICE OF PERSONS AVAILABLE FOR APPOINTMENT**

ANNONCE DES PROFESSEURS DISPONIBLES**

Box 1. Physical Metallurgist. Male, 42 Ph.D., 14 years' experience in R & D. Background: Annealing, Work-softening, Electrical properties of aluminum alloys, post-doctoral research in thermophysical properties of refractory metals at high temperatures. Desires teaching position. Résumé on request.

Box 2. Pianist. Performer-teacher, Polish, age 31. Background: Warsaw Conservatory (M.A.), Vienna Academy, Paris (N. Boulanger, M. Long, V. Perlemuter). International prizes: Barcelona, Geneva, Naples, Vercelli. Concerts: major European centers. Répertoire: 25 concerti, 10 recitals, Piano Duet with wife. Teaching experience, fluent English, French and German. Seeks position as instructor/performer. Dossier, references and tape available.

Box 3. Metallurgy and Physics. Male, 30, married, one child. B.Sc. in Physics and Chemistry. Mathematics at both undergraduate and graduate level. Working towards Ph.D. degree in Metallurgy and minoring in Physics at U.S. university. Degree expected Sept. '68. Teaching experience: 3 years' Physics at college level. Desires teaching/research position in Canadian university or college.

Box 4. History. Male, 36, available to teach Canadian History (near Ph.D. from a Canadian university) or Renaissance-Reformation History (has Ph.D. from an American university). Has taught both and has published. Available Fall '69.

** For fuller information write to the relevant Box No. at the C.A.U.T. National Office, Room 603, 77 Metcalfe St., Ottawa 4, Ontario. Notices of persons available for appointment are carried at \$3 for 40 words and \$4 for 50 words. Notices for insertion should be sent to the C.A.U.T. National Office.

** Toute demande de renseignements doit être adressée au numéro indiqué du casier, secrétariat de l'A.C.P.U., 77 rue Metcalfe, bureau 603, Ottawa 4, Ontario.
Le taux de l'annonce est fixé à trois dollars pour quarante mots et quatre dollars pour cinquante mots. Les annonces doivent être envoyées au secrétariat de l'A.C.P.U.

Box 5. Chemistry. Male (Scottish), final year Ph.D. seeks Assistant Professorship in Canadian university or college with reasonable research facilities. Electron spin resonance (E.S.R.), spectroscopist and theoretical chemist but has had a broad training and will teach and research in any field of Physical Chemistry. Available at latest, 1st January 1969 or earliest, November '68.

Box 6. Sociology. Harvard Ph.D., male, 38, single. Publication in top sociology journals. Six years' full-time university teaching: Social & Cultural Change, Sociology of Religion, Industrial Sociology, Sociology of the Family, Intensive Basic General (Introductory) Sociology. Seeks full Professorship.

Box 7. English. Female, 30, Canadian born, German by marriage, B.A. Hon. English, Dalhousie (mod. poetry, Renaissance) Dr. Phil. Marburg (Thesis: aesthetics of Henry James). Since 1964 teaching half language, half lit., mainly close interpretation of selected related texts: Hopkins, the English sonnet, mod. English drama, mediaeval drama, H. James short stories, mod. pop. lyrics, Lennon, Dylan, Amateur stage productions with students of English (Vanbrugh, Fry, Priestley, Livings).

Box 8. Law. Chinese, 41, LL.B. in China, LL.D. in Spain, Specialized: Public International Law, Maritime Law, Diplomatic Law, Chinese Law, Chinese language and culture, Spanish. Experienced.

Box 9. Hydrology. Ph.D. in Hydrology expected by December 1968. Male, 29, single. Special interest: stochastic processes. Two years' university teaching experience as Assistant Professor.

Box 10. German, French. Husband-wife team. Husband: native speaker of German, Ph.D. (Cornell University) seven years' experience teaching German language and literature; some publications; currently assistant professor at major American university. Seeks associate professorship. Wife: M.A. in French, Diplômes: Institut de Phonétique (Sorbonne), universities of Dijon and Rennes; one year's experience teaching language courses. Seeks lectureship. Both available September 1969.

Box 11. History. Male, Canadian, family. Nineteenth century Britain, and also Europe. Ph.D. expected coming winter. Desires position for fall of 1969.

Box 12. Music. Pianiste, 30, single, 15 years of international career in France, Belgium, Holland, Germany, Finland, Switzerland, Portugal, Yugoslavia, Greece, South America, seeks university or conservatory position. University Diploma. Available for piano courses, further training courses, master classes, classic and contemporary music.

Box 13. English. American, male, 38, family. M.A. in Comparative Literature, Columbia University. Ph.D. American Literature, Michigan State University. 10 years' experience teaching composition, surveys of British American, and World Literature, advanced courses in realistic novel and autobiography; excellent references.

Box 14. French. Paris lady teacher, 35 years of age, 2 Sorbonne degrees (licence es lettres, diplôme des Hautes Études Internationales) 12 years' experience teaching in French lycées, English grammar schools, American colleges and universities. Have taught in Paris, London, U.S.A. (Charlottesville, New York, Chicago) — would like position in English-speaking college or university. References.

Box 15. Music. Canadian pianist, European-trained, bilingual. Experienced soloist, chamber music player, lecturer, teacher. Presently teaching eastern Canadian conservatory. Interested in university teaching position. Available July 1, 1969.

Box 75. Modern Languages and Literature. Tenured associate professor wishes to emigrate to Canada. Spanish, German and World Literature. Sixteen years' undergraduate experience; fourteen graduate. Books, articles, translations, etc. Active MLA. Extended European residence. Distinguished teaching and university service. Administrative experience. Available also for full or part-time administration. Small or large institution. Married, four children.

INDEX TO THE C.A.U.T. BULLETIN

Numbers 1-4, Volume 16, 1967-1968

The issue number is given first, followed by the page number, e.g. 1 : 82

Subsequent indexes will be published in the final (fourth) number of the appropriate volume.

INDEX DU BULLETIN DE L'A.C.P.U.

Tome 16, numéros 1 à 4, 1967-1968

Une cote suit le titre de l'article; le premier nombre (1) indique le numéro de la livraison, le second (82), la page : 1 : 82

Dorénavant, l'index paraîtra annuellement dans la dernière livraison (n°4) de chaque tome.

SUBJECT INDEX — INDEX DES RUBRIQUES

— A —

A.A.U.P. (American Association of University Professors)

— Academic Freedom and Tenure :
A Handbook of the American Association of University Professors. ed. by L. Joughin. (Review) J. B. Milner. 4: 82

— Joint Statement on Rights and Freedoms of Students. P. Monypenny, et al. 2: 58

ACADEMIC FREEDOM

— Academic Freedom and Tenure:
A Handbook of the American Association of University Professors. ed. by L. Joughin (Review) J. B. Milner. 4: 82

— Academic Freedom and Tenure in the Young University. J. B. Milner. 2: 54

— see also **C.A.U.T., committees, policy statements** (*academic appointments*)

A.C.P.U. (Association canadienne des professeurs d'université)

— **Bulletin** : Report of the *Bulletin*
— Editor, E. J. Monahan, 1: 24

— Bureau de direction :

La sécurité nationale et les universités, H. D. McCurdy, J. P. Smith, 2: 4

Report on Simon Fraser University by the Special Investigating Committee of the Canadian Association of University Teachers, 9 February, 1968, J. B. Milner, A. Berland, J. P. Smith, 4: 4

The June Council Meeting (1967), A Brief Report, E. J. Monahan, 1: 5

— Comités :

(*congé sabbatique*)

Déclaration de principes sur les régimes de congé sabbatique, M. Smith, 1: 105

The June Council Meeting (1967), A Brief Report, E. J. Monahan, 1: 5

(*impôt*) Submission to the Honourable Mitchell Sharp, Minister of Finance by the Canadian Association of University Teachers on the Report of the Royal Commission on Taxation, K. F. Byrd, D. H. Bonham, D. A. Dixon, E. C. Harris, 2: 88

(*liberté universitaire et permanence de l'emploi*)

Déclaration de principe relative à la nomination des professeurs et à la permanence de l'emploi, 3: 4

The June Council Meeting (1967), A Brief Report, E. J. Monahan, 1: 5

(*Simon Fraser University*) Report on Simon Fraser University by the Special Investigating Committee of the Canadian Association of University Teachers, 9 February, 1968, J. B. Milner, A. Berland, J. P. Smith, 4: 4

(*traitements*)

Report of the Salary Committee, juin 1967, N. M. Meltz, 1: 29

Report of the Salary Committee, novembre 1967, P.-P. Proulx, 3: 21

— Conseil :

Déclaration de principe relative à la nomination des professeurs et à la permanence de l'emploi, 3: 4

Déclaration de principes sur les régimes de congé sabbatique, M. Smith, 1: 105

Modifications à la structure et au mode de financement de l'A.C.P.U., E. J. Monahan, 2: 74

Report on Simon Fraser University by the Special Investigating Committee of the Canadian Association of University Teachers, 9 February, 1968, J. B. Milner, A. Berland, J. P. Smith, 4: 4

The June Council Meeting (1967), A Brief Report, E. J. Monahan, 1: 5

— Financement :

Modifications à la structure et au mode de financement de l'A.C.P.U., E. J. Monahan, 2: 74

Report of the Treasurer (1967), R. E. George, 1: 17

The June Council Meeting (1967), A Brief Report, E. J. Monahan, 1: 5

— Fonds de bourses de perfectionnement à la mémoire de J. H. Stewart Reid : J. H. Stewart Reid Memorial Trust Fund, R. W. Torrens, 1: 27

— Mémoires :

(*Bureau fédéral de la statistique*) Mémoire de l'Association canadienne des professeurs d'université à la Commission d'étude Munroe sur les statistiques de l'éducation du Bureau fédéral de la statistique, M. Lapointe, 4: 87

(*fiscalité*) Submission to the Honourable Mitchell Sharp, Minister of Finance by the Canadian Association of University Teachers on the Report of the Royal Commission on Taxation, K. F. Byrd, D. H. Bonham, D. A. Dixon, E. C. Harris, 2: 88

(*sécurité nationale*) La sécurité nationale et les universités, H. D. McCurdy, J. P. Smith, 2: 4

— Organismes provinciaux et régionaux :

Modifications à la structure et au mode de financement de l'A.C.P.U., E. J. Monahan, 2: 74

Report of the Executive Secretary (1967), J. P. Smith, 1: 9

Report of the Treasurer (1967), R. E. George, 1: 17

The June Council Meeting (1967), A Brief Report, E. J. Monahan, 1: 5

— **Politiques :**

(*congé sabbatique*) Déclaration de principes sur les régimes de congé sabbatique, M. Smith, 1: 105

(*nomination des professeurs*) Déclaration de principe relative à la nomination des professeurs et à la permanence de l'emploi, 3: 4

— **Président :** A Message from the President, H. D. McCurdy, 1: 3

— **Retrait de l'A.C.P.U. :**

Modifications à la structure et au mode de financement de l'A.C.P.U., E. J. Monahan, 2: 74

The June Council Meeting (1967), A Brief Report, E. J. Monahan, 1: 5

— **Secrétaire général :** Report of the Executive Secretary (1967), J. P. Smith, 1: 9

— **Structure :**

Modifications à la structure et au mode de financement de l'A.C.P.U., E. J. Monahan, 2: 74

Report of the Executive Secretary (1967), J. P. Smith, 1: 9

The June Council Meeting (1967), A Brief Report, E. J. Monahan, 1: 5

— **Trésorier :**

(*budget, recettes et dépenses*) Report of the Treasurer (1967), R. E. George, 1: 17

(*cotisations*)

Modifications à la structure et au mode de financement de l'A.C.P.U., E. J. Monahan, 2: 74

Report of the Treasurer (1967), R. E. George, 1: 17

The June Council Meeting (1967), A Brief Report, E. J. Monahan, 1: 5

ADMINISTRATION DE L'UNIVERSITÉ :
consulter **UNIVERSITY GOVERNMENT**

ALBERTA The New Universities Act in the Province of Alberta. D. F. Macintosh, J. G. Nelson. 1: 83

APPOINTMENTS — see **C.A.U.T., policy statements, ACADEMIC FREEDOM**

— **B —**

BOOK REVIEWS (*reviewers' names in parentheses*)

— Freedom and Order in the University. ed. by S. Gorowitz. (E. D. Maher) 2: 103

— Improving College Teaching. ed. by C.B.T. Lee (E. J. Monahan) 1: 113

— Powers, Presidents, and Professors. N. J. Demerath, R. W. Stephens, R. R. Taylor. (E. D. Maher) 1: 109

— Report of the Committee on the Age of Majority. (E. D. Maher) 2: 99

— Staffing American Colleges and Universities. J. F. Rogers. (E. J. Monahan) 1: 111

— The American University in Summer. C. A. Schoenfeld, D. N. Zillman. (J. P. Smith) 3: 112

— The University Game. ed. by Adelman and Lee. (E. J. Monahan) 4: 114

BRIEFS — see **C.A.U.T.**

BUDGET — see **C.A.U.T.**, *treasurer*
consulter **A.C.P.U.**, *trésorier*

BULLETIN DE L'A.C.P.U. : consulter **A.C.P.U.**

BUREAU DE DIRECTION : consulter **A.C.P.U.**

BUREAU FÉDÉRAL DE LA STATISTIQUE

— Mémoire de l'Association canadienne des professeurs d'université à la Commission d'étude Munroe sur les statistiques de l'éducation du Bureau fédéral de la statistique, M. Lapointe, 4: 87

— consulter **DOMINION BUREAU OF STATISTICS**

— C —

CANADA COUNCIL — see **SUBVENTIONS À LA RECHERCHE**

CARTER COMMISSION ON TAXATION

— see **C.A.U.T.**, *briefs (taxation)*

C.A.U.T. (Canadian Association of University Teachers)

— **Briefs :**

(*Dominion Bureau of Statistics*)
Mémoire de l'Association canadienne des professeurs d'université à la Commission d'étude Munroe sur les statistiques de l'éducation du Bureau fédéral de la statistique, M. Lapointe, 4: 87

(*National Security*) National Security and the Universities, H. D. McCurdy, J. P. Smith, 2: 4

(*Taxation*) Submission to the Honourable Mitchell Sharp, Minister of Finance by the Canadian Association of University Teachers on the Report of the Royal Commission on Taxation, K. F. Byrd, D. H. Bonham, D. A. Dixon, E. C. Harris, 2: 88

— **Bulletin :** Report of the *Bulletin* Editor, E. J. Monahan, 1: 24

— **Committees :**

(*Academic Freedom and Tenure*)
Policy Statement on Academic Appointments and Tenure, 3: 4

The June Council Meeting (1967), A Brief Report, E. J. Monahan, 1: 5

(*Income Tax*) Submission to the Honourable Mitchell Sharp, Minister of Finance by the Canadian Association of University Teachers on the Report of the Royal Commission on Taxation, K. F. Byrd, D. H. Bonham, D. A. Dixon, E. C. Harris, 2: 88

(*Sabbatical Leave*)
C.A.U.T. Policy Statement on Sabbatical Leave, M. Smith, 1: 102

The June Council Meeting (1967), A Brief Report, E. J. Monahan, 1: 5

(*Salary*)
Report of the Salary Committee, June 1967, N. M. Meltz, 1: 29

Report of the Salary Committee, November 1967, P.-P. Proulx, 3: 21

(*Simon Fraser University*) Report on Simon Fraser University by the Special Investigating Committee of the Canadian Association of University Teachers, 9 February, 1968. J. B. Milner, A. Berland, J. P. Smith. 4: 4

— **Council :**

C.A.U.T. Policy Statement on Sabbatical Leave. M. Smith. 1: 102

Changes in the Structure and Financing of C.A.U.T. E. J. Monahan. 2: 74

Policy Statement on Academic Appointments and Tenure. 3: 4

Report on Simon Fraser University by the Special Investigating Committee of the Canadian Association of University Teachers, 9 February, 1968. J. B. Milner, A. Berland, J. P. Smith. 4: 4

The June Council Meeting (1967), A Brief Report. E. J. Monahan. 1: 5

— **Disaffiliation :**

Changes in the Structure and Financing of C.A.U.T. E. J. Monahan. 2: 74

The June Council Meeting (1967), A Brief Report. E. J. Monahan. 1: 5

— **Executive and Finance Committee :**

National Security and the Universities. H. D. McCurdy, J. P. Smith. 2: 4

Report on Simon Fraser University by the Special Investigating Committee of the Canadian Association of University Teachers, 9 February, 1968. J. B. Milner, A. Berland, J. P. Smith. 4: 4

The June Council Meeting (1967), A Brief Report. E. J. Monahan. 1: 5

— **Executive Secretary :** Report of the Executive Secretary (1967). J. P. Smith. 1: 9

— **Finances :**

Changes in the Structure and Financing of C.A.U.T. E. J. Monahan. 2: 74

Report of the Treasurer (1967). R. E. George. 1: 17

The June Council Meeting (1967), A Brief Report. E. J. Monahan. 1: 5

— **Policy Statements :**

(*Academic Appointments*) Policy Statement on Academic Appointments and Tenure. 3: 4

(*Sabbatical Leave*) C.A.U.T. Policy Statement on Sabbatical Leave. M. Smith. 1: 102

— **President :** A Message from the President. H. D. McCurdy. 1: 3

— **Provincial (regional) Organizations :**

Changes in the Structure and Financing of C.A.U.T. E. J. Monahan. 2: 74

Report of the Executive Secretary (1967). J. P. Smith. 1: 9

Report of the Treasurer (1967). R. E. George. 1: 17

The June Council Meeting (1967), A Brief Report. E. J. Monahan. 1: 5

— **J. H. Stewart Reid Memorial Trust Fund :**

J. H. Stewart Reid Memorial Trust Fund. R. W. Torrens. 1: 27

— **Structure :**

Changes in the Structure and Financing of C.A.U.T. E. J. Monahan. 2: 74

Report of the Executive Secretary (1967). J. P. Smith. 1: 9

The June Council Meeting (1967), A Brief Report. E. J. Monahan. 1: 5

— **Treasurer :**

(*budget, income, and expenses*)
Report of the Treasurer (1967). R. E. George. 1: 17

(*fees*)

Changes in the Structure and Financing of C.A.U.T. E. J. Monahan. 2: 74

Report of the Treasurer (1967). R. E. George. 1: 17

The June Council Meeting (1967), A Brief Report. E. J. Monahan. 1: 5

C.A.U.T. BULLETIN — see C.A.U.T.

CLASSIFIED RESEARCH

— Classified Research and the Universities: Statement by the Federation of American Scientists. 2: 42

— see also C.A.U.T., **briefs** (*national security*)

COLLECTIVE BARGAINING — Would Collective Bargaining Increase Academic Salaries? A. J. Robinson. 4: 70

COMITÉS : consulter A.C.P.U.

COMMITTEES — see C.A.U.T.

CONGÉ SABBATIQUE : consulter A.C.P.U., **comités, politiques**

CONSEIL : consulter A.C.P.U.

CONSEIL DES ARTS DU CANADA : consulter **SUBVENTIONS À LA RECHERCHE**

CONSEIL NATIONAL DE RECHERCHES : consulter **SUBVENTIONS À LA RECHERCHE**

CONVENTION COLLECTIVE : consulter **COLLECTIVE BARGAINING**

COTISATIONS : consulter A.C.P.U., **trésorier**

COUNCIL — see C.A.U.T.

— **D** —

DÉCLARATIONS DE PRINCIPES : consulter A.C.P.U., **politiques**

DÉONTOLOGIE : consulter **PROFESSIONAL ETHICS**

DISAFFILIATION — see C.A.U.T.

DOMINION BUREAU OF STATISTICS

— Salaries of Full-Time Lay Teaching Staff at Canadian Universities and Colleges, 1967-1968. 3: 46

— Salary Scales for Lay Staff at Canadian Universities and Colleges, 1967-68. 1: 49

— see also C.A.U.T., **briefs** (*D.B.S.*)

DUE PROCESS Publication and Due Process. W. Cohn. 2: 44

DUFF-BERDHAL REPORT — see **UNIVERSITY GOVERNMENT**

DUFF-BERDHAL, RAPPORT : consulter **UNIVERSITY GOVERNMENT**

— **E** —

EDITORIALS

— It's Still Everybody's Headache. E. J. Monahan. 4: 2

— Some Matters of Professional Ethics. E. J. Monahan. 3: 2

— The Germination of an Idea. E. J. Monahan. 2: 2

ÉDITORIAUX : consulter EDITORIALS

ENSEIGNEMENT : consulter TEACHING

ÉTATS-UNIS : consulter UNITED STATES

ÉTHIQUE PROFESSIONNELLE : consulter PROFESSIONAL ETHICS

ÉTUDIANTS : consulter STUDENTS

EXECUTIVE AND FINANCE COMMITTEE
— see C.A.U.T.

EXECUTIVE SECRETARY — see C.A.U.T.

— F —

FEES — see C.A.U.T., treasurer

FISCALITÉ : consulter IMPÔT SUR LE REVENU

FONDS DE BOURSES DE PERFECTION-
NEMENT À LA MÉMOIRE DE J. H.
STEWART REID : consulter A.C.P.U.

— G —

GRANDE-BRETAGNE : consulter UNITED KINGDOM

GOVERNEMENT : consulter A.C.P.U.,
mémoires, UNIVERSITIES AND GOV-
ERNMENT, UNIVERSITY GOVERN-
MENT

GOVERNMENT — see C.A.U.T., briefs,
UNIVERSITIES AND GOVERNMENT,
UNIVERSITY GOVERNMENT

— I —

IMMIGRATION — see C.A.U.T., briefs
(national security)

IMMIGRATION : consulter A.C.P.U.,
mémoires (*sécurité nationale*)

IMPÔT SUR LE REVENU : consulter
A.C.P.U., comités, mémoires (*fiscalité*)

INCOME TAX — see C.A.U.T., com-
mittees, briefs (*taxation*)

— L —

LIBERTÉ UNIVERSITAIRE : consulter
A.C.P.U., comités, politiques (*nomi-
nation des professeurs*), ACADEMIC
FREEDOM

— M —

MÉMOIRES : consulter A.C.P.U.

— N —

NATIONAL RESEARCH COUNCIL — see
SUBVENTIONS À LA RECHERCHE

NATIONAL SECURITY — see C.A.U.T.,
briefs

NOMINATION DES PROFESSEURS : con-
sultier A.C.P.U. politiques

NOTES DE LECTURE : consulter BOOK
REVIEWS

ONTARIO COLLEGE OF ART Univer-
sity-Government Relations: A Case
in Point. J. P. Smith. 4: 78

ORGANISMES PROVINCIAUX ET RÉ-
GIONAUX : consulter A.C.P.U.

— P —

PERMANENCE DE L'EMPLOI : consulter
LIBERTÉ UNIVERSITAIRE

PERSONS AVAILABLE FOR APPOINT-
MENT
1: 118; 2: 111; 4: 120

POLICY STATEMENTS — see C.A.U.T.

POLITIQUES : consulter A.C.P.U.

POSITIONS VACANT

1: 114; 2: 107; 3: 115; 4: 118

POSTES VACANTS

1: 114; 2: 107; 3: 115; 4: 118

PRESIDENT — see C.A.U.T.

PRÉSIDENT : consulter A.C.P.U.

PROFESSEURS DISPONIBLES

1: 118; 2: 111; 4: 120

PROFESSIONAL ETHICS Some Matters of Professional Ethics. E. J. Monahan. 3: 2

PROVINCIAL ORGANIZATIONS — see C.A.U.T.

— R —

RECHERCHE : consulter SUBVENTIONS À LA RECHERCHE, CLASSIFIED RESEARCH

RECHERCHE, UTILISATION DE DOCUMENTS SECRETS ET CONFIDENTIELS: consulter A.C.P.U., *mémoires (sécurité nationale)*, CLASSIFIED RESEARCH

REGIONAL ORGANIZATION — see C.A.U.T., provincial (regional) organization

J. H. STEWART REID MEMORIAL TRUST FUND — see C.A.U.T.

RESEARCH — see SUBVENTIONS À LA RECHERCHE, CLASSIFIED RESEARCH

RETRAIT DE L'A.C.P.U. : consulter A.C.P.U.

— S —

SABBATICAL LEAVE — see C.A.U.T., committees, policy statements

SALARIES

— Would Collective Bargaining Increase Academic Salaries ? A. J. Robinson. 4: 70

— see also C.A.U.T., *briefs (D.B.S.)*, committees, DOMINION BUREAU OF STATISTICS, TRAITEMENTS

SECRÉTAIRE GÉNÉRAL : consulter A.C.P.U.

SÉCURITÉ NATIONALE : consulter A.C.P.U., *mémoires*

SECURITY CLEARANCES—see C.A.U.T., *briefs (national security)*

SIMON FRASER UNIVERSITY — see C.A.U.T., committees

SIMON FRASER UNIVERSITY : consulter A.C.P.U., *comités*

STRUCTURES ADMINISTRATIVES DES UNIVERSITÉS : consulter UNIVERSITY GOVERNMENT

STUDENTS Joint Statement on Rights and Freedoms of Students. P. Monypenny, et al. 2: 58

SUBVENTIONS À LA RECHERCHE

— Conseil des Arts du Canada: humanités et sciences sociales, 1966-1967, M. Lapointe, 4: 29

— Conseil national de recherches, 1966-1967: subventions pour la conduite de travaux et l'acquisition d'appareils coûteux — National Research Council, 1966-1967: Operating Grants and Major Equipment Grants, M. Lapointe, 3: 92

— Subvention à la recherche durant l'été, M. Lapointe, 3: 63

— Subventions du Conseil national de recherches, 1964-1965, 1965-1966, 1966-1967, M. Lapointe, 4: 39

SUMMER RESEARCH GRANTS and SUMMER STIPENDS — see SUBVENTIONS À LA RECHERCHE

SURVEILLANCE GÉNÉRALE DES UNIVERSITÉS : consulter A.C.P.U., mémoires (*sécurité nationale*)

SURVEILLANCE OF UNIVERSITIES — see C.A.U.T., briefs (*national security*)

— T —

TAXATION — see C.A.U.T., briefs

TEACHING

— A Program on University Teaching for University Teachers. A. McCreary-Juhasz, J. D. Denison. 1: 79

— Improving College Teaching. ed. by C. B. T. Lee. (Review) E. J. Monahan. 1: 113

— Staffing American Colleges and Universities. J. F. Rogers. (Review) E. J. Monahan. 1: 111

TENURE — see ACADEMIC FREEDOM

TRAITEMENTS

— Traitements des professeurs: de 1964-1965 à 1967-1968, M. Lapointe, 1: 63

— consulter A.C.P.U., comités, mémoires (*B.F.S.*), DOMINION BUREAU OF STATISTICS, SALARIES

TREASURER — see C.A.U.T.

TRÉSORIER : consulter A.C.P.U.

— U —

UNITED KINGDOM Parliament and the Control of University Expenditure in the United Kingdom. E. J. Monahan. 1: 96

UNITED STATES

— A Report on Faculty Participation in Academic Governance in U.S. Colleges and Universities. E. J. Monahan. 3: 84

— Classified Research and the Universities: Statement by the Federation of American Scientists. 2: 42

— Joint Statement on Rights and Freedoms of Students. P. Monypenny, et al. 2: 58

— Staffing American Colleges and Universities. J. F. Rogers. (Review) E. J. Monahan. 1: 111

— see also A.A.U.P.

UNIVERSITÉS ET GOUVERNEMENT : consulter UNIVERSITIES AND GOVERNMENT

UNIVERSITIES AND GOVERNMENT

— Parliament and the Control of University Expenditure in the United Kingdom. E. J. Monahan. 1: 96

— The Germination of an Idea. E. J. Monahan. 2: 2

— University - Government Relations: A Case in Point. J. P. Smith. 4: 78

UNIVERSITY GOVERNMENT

— A Report on Faculty Participation in Academic Governance in U.S. Colleges and Universities. E. J. Monahan. 3: 84

— Duff-Berdhal Conference on University Governments. E. J. Monahan. 3: 54

— Powers, Presidents, and Professors. N. J. Demerath, R. W. Stephens, R. R. Taylor. (Review) E. D. Maher. 1: 109

— The Inevitability of Gradualness, A Report on Changes in University Government in Canada in the Post-Duff-Berdahl Era. E. J. Monahan. 2: 33

— The New Universities Act in the Province of Alberta. D. F. Macintosh, J. G. Nelson. 1: 83

— see also **ACADEMIC FREEDOM, UNIVERSITIES AND GOVERNMENT**

UNIVERSITY TEACHING — see **TEACHING**

AUTHOR INDEX — INDEX DES AUTEURS

— B —

— **Berland, Alwyn, et al.** Report on Simon Fraser University by the Special Investigating Committee of the Canadian Association of University Teachers, 9 February, 1968. 4: 4

— **Bonham, D. H., et al.** Submission to the Honourable Mitchell Sharp, Minister of Finance by the Canadian Association of University Teachers on the Report of the Royal Commission on Taxation. 2: 88

— **Byrd, Kenneth F., et al.** Submission to the Honourable Mitchell Sharp, Minister of Finance by the Canadian Association of University Teachers on the Report of the Royal Commission on Taxation. 2: 88

— C —

— **Cohn, Werner.** Publication and Due Process. 2: 44

— D —

— **Dennison, J. D., et al.** A Program on University Teaching for University Teachers. 1: 79

— **Dixon, D. A., et al.** Submission to the Honourable Mitchell Sharp, Minister of Finance by the Ca-

nadian Association of University Teachers on the Report of the Royal Commission on Taxation. 2: 88

— **Dominion Bureau of Statistics.** Salaries of Full-Time Lay Teaching Staff at Canadian Universities and Colleges, 1967-1968. 3: 46

Salary Scales for Lay Staff at Canadian Universities and Colleges, 1967-68. 1: 49

— F —

— **Federation of American Scientists.** Classified Research and the Universities: Statement. 2: 42

— G —

— **George, Roy E.** Report of the Treasurer (1967). 1: 17

— H —

— **Harris, E. C., et al.** Submission to the Honourable Mitchell Sharp, Minister of Finance by the Canadian Association of University Teachers on the Report of the Royal Commission on Taxation. 2: 88

— L —

— **Lapointe, Mireille,** Conseil des Arts du Canada: humanités et sciences sociales, 1966-1967, 4: 29

Conseil national de recherches, 1966-1967: subventions pour la conduite de recherches et l'acquisition d'appareils coûteux — National Research Council, 1966-1967: Operating Grants and Major Equipment Grants, 3: 92

Mémoire de l'Association canadienne des professeurs d'université à la Commission d'étude Munroe sur les statistiques de l'éducation du Bureau fédéral de la statistique, 4: 87

Subvention à la recherche durant l'été, 3: 63

Subventions du Conseil national de recherches 1964-1965, 1965-1966, 1966-1967, 4: 39

Traitements des professeurs: de 1964-1965 à 1967-1968, 1: 63

— M —

— **McCreary-Juhasz, Anne, et al.** A Program on University Teaching for University Teachers. 1: 79

— **McCurdy, Howard C.**
A Message from the President. 1: 3
National Security and the Universities — La sécurité nationale et les universités. 2: 4

— **Macintosh, D. F., et al.** The New Universities Act in the Province of Alberta. 1: 83

— **Maher, E. D.**
Freedom and Order in the University. ed. by S. Gorowitz. (Review) 2: 103

Powers, Presidents, and Professors. N. J. Demerath, R. W. Stephens, R. R. Taylor. (Review) 1: 109

Report on the Committee on the Age of Majority. (Review) 2: 99

— **Meltz, Noah M.** Report of the Salary Committee, June 1967. 1: 29

— **Milner, J. B.**
Academic Freedom and Tenure: A Handbook of the American Association of University Professors. ed. by L. Joughin. 4: 82

Academic Freedom and Tenure in the Young University. 2: 54

Report on Simon Fraser University by the Special Investigating Committee of the Canadian Association of the University Teachers, 9 February, 1968. 4: 4

— **Monahan, Edward J.**
A Report on Faculty Participation in Academic Governance in U.S. Colleges and Universities. 3: 84

Changes in the Structure and Financing of C.A.U.T. — Modifications à la structure et au mode de financement de l'A.C.P.U. 2: 74

Duff-Berdhal Conference on University Government. 3: 54

Improving College Teaching. ed. by C. B. T. Lee. (Review) 1: 113

It's Still Everybody's Headache. 4: 2

Parliament and the Control of University Expenditure in the United Kingdom. 1: 96

Report of the *Bulletin* Editor. 1: 24

Some Matters of Professional Ethics. 3: 2

Staffing American Colleges and Universities. J. F. Rogers. (Review) 1: 111

The Germination of an Idea. 2: 2

The Inevitability of Gradualness.
A Report on Changes in University
Government in Canada in the Post-
Duff-Berdahl Era. 2: 33

The June Council Meeting (1967) :
A Brief Report. 1:5

The University Game. ed. by Adel-
man and Lee. (Review) 4: 114

- **Monypenny, Phillip, et al.** Joint
Statement on Rights and Freedoms
of Students (U.S.). 2: 58

— N —

- **Nelson, J. G., et al.** The New
Universities Act in the Province of
Alberta. 1: 83

— P —

- **Proulx, Pierre-Paul.** Report of the
Salary Committee, November 1967.
3: 21

— R —

- **Robinson, Albert J.** Would Col-
lective Bargaining Increase Aca-
demic Salaries ? 4: 70

— S —

- **Smith, Marion.** C.A.U.T. Policy
Statement on Sabbatical Leave —
Déclaration de principes sur les
régimes de congé sabbatique.
1: 102; 1: 105

- **Smith, J. Percy.**
National Security and the Uni-
versities — La sécurité nationale
et les universités. 2: 4

Report on Simon Fraser University
by the Special Investigating Com-
mittee of the Canadian Association
of University Teachers, 9 February,
1968. 4: 4

Report of the Executive Secretary,
June 1967. 1: 9

The American University in Sum-
mer. C. A. Schoenfeld, D. N. Zill-
man. (Review) 3: 112

University-Government Relations :
A Case in Point. 4: 78

— T —

- **Thomas, W. K.** Praeses. (verse)
2: 68
- **Torrens, Robert W. J. H.** Stewart
Reid Memorial Trust Fund. 1: 27

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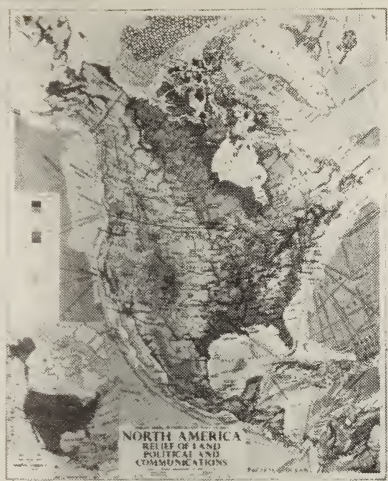
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November, 1968
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novembre 1968

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1. CHANGE OF ADDRESS, CENTRAL OFFICE

On December 19, the Ottawa office of the Association will be moving to a new location : 233 Gilmour Street, Suite 700, Ottawa 4. The move also involves a change in our telephone numbers. Effective the same date, the new numbers will be : (613) 237-6885 and 237-6886.

2. C.A.U.T. COMMITTEES

In response to a number of enquiries, herewith a list of the personnel serving on the various committees of the Association.

DÉMÉNAGEMENT DU SECRÉTARIAT

Le secrétariat de l'Association occupera ses nouveaux locaux le 19 décembre. L'adresse sera la suivante : 233, rue Gilmour, bureau 700, Ottawa 4. Veuillez également noter le changement dans les numéros de téléphone à partir du 19 décembre : (613) 237-6885, 237-6886.

COMITÉS DE L'A.C.P.U.

Voici la liste des membres des différents comités de l'A.C.P.U. Nous donnons ainsi suite à de nombreuses demandes.

Executive and Finance Committee — Bureau de direction

Professor C. Brough Macpherson	(Toronto) President
Professor Howard D. McCurdy	(Windsor) Past-President
Professor George A. McAllister	(U.N.B.) Vice-President
Professor Donald C. Baillie	(Toronto) Treasurer
Professor Willard F. Allen	(Alberta)
Professor Fritz K. Bowers	(U.B.C.)
M ^{lle} Alice Desjardins	(Montréal)
Professor Arthur P. Monahan	(St. Mary's)
Professor Roger Verschingel	(Sir George Williams)

Academic Freedom and Tenure Committee —

Comité de la liberté universitaire et de la permanence de l'emploi

Professor R. D. Chambers	(Trent)
Professor David S. Hart	(Memorial)
Professor Ben Hijmans	(Manitoba)
Professor A. E. Malloch	(McGill)
Professor James B. Milner	(Toronto) Chairman
Professor Margaret Prang	(U.B.C.)
Professor J. Percy Smith	(Ex. Sec., C.A.U.T.)
Monsieur Louis-Philippe Taschereau	Montréal
Professor Fred Terentiuk	(Calgary)

Committee on Income Tax — Comité de l'impôt sur le revenu

Professor Kenneth F. Byrd	(McGill) Chairman
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Committee on Professional Ethics — Comité de déontologie

Professor William H. Shearson	(Bishop's)
Professor Walter S. Tarnopolsky	(Windsor)
Professor A. Lloyd Thompson	(McGill)
Professor Roy E. Watson	(Victoria) Chairman

Committee on Salaries — Comité des traitements

To be named	poste à combler
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*Committee on the Status of Women University Teachers —
Comité d'étude sur le statut du professeur féminin*

Professor Hilda Neatby	(Saskatchewan)
Professor Reginald Robson	(U.B.C.)
Madame Livia Thür	(Montréal)
Professor Sheila Toshach	(Alberta) Chairman

Committee on University Financing —

Comité du financement de l'enseignement supérieur

Professor H. A. K. Charlesworth	(Alberta)
Professor Robert L. Comeau	(Dalhousie)
Professor J. Katz	(U.B.C.)

Professor Leo Kristjanson (Sask. Saskatoon)

M^{11e} Mireille Lapointe, chargé de recherches, A.C.P.U. —
Research Officer, C.A.U.T.

Professor Edward D. Maher (Queen's) Chairman

Monsieur Pierre-Paul Proulx, Conférence des recteurs et des principaux
des universités du Québec

Professor Ronald A. Shearer (U.B.C.)

*Joint Committee on ETV — with Ontario Television Council —
Comité conjoint sur la télévision éducative (en collaboration avec
l'Ontario Television Council)*

Professor Iain Cooke (Manitoba)

Professor A. E. Grosser (McGill)

Professor M. S. Tait (Scarborough, U. of T.)

*Joint Committee on Relations between Universities and Governments —
with AUCC, CUS and UGEQ (Rowat-Hurtubise Commission)*

*Comité conjoint des relations entre les universités et les gouvernements —
en collaboration avec l'A.U.C.C., l'U.G.E.Q., l'U.C.E. (Commission
Hurtubise-Rowat)*

Monsieur Jacques St-Pierre (Montréal), président

Professor J. Percy Smith (Ex. Sec., C.A.U.T.)

*Joint Committee on Pensions — with AUCC and CAUBO — Comité conjoint
sur les régimes de caisse de retraite (en collaboration avec l'A.U.C.C.
et l'A.C.P.U.)*

Professor Donald C. Baillie (Toronto)

Professor Peter L. Briant (McGill)

Professor Edward D. Maher (Queen's)

C.A.U.T. GROUP FLIGHTS TO EUROPE

Summer 1969

Group flights to Europe sponsored by the Association continue to increase in popularity and arrangements have been made with Finlay Travel Service to continue them again next summer. Membership requirements for eligibility and fares are the same as in the past. In addition, arrangements have been made to provide some seats on two *Charter Flights*. (See below)

VOLS DE GROUPE VERS L'EUROPE

Été 1969

Les vols de groupe vers l'Europe organisés par Finlay Travel Limited pour l'Association continuent à gagner de la popularité. Nous vous offrons encore ce service l'été prochain. Comme dans le passé, peuvent bénéficier de ces tarifs réduits les membres de l'A.C.P.U. De plus nous avons pris les dispositions pour vous offrir quelques sièges à bord de vols nolisés. (Voir ci-dessous)

Group Flights — Vols de groupe Leaves — Départ Returns — Retour

Group #1 Toronto-Montréal-
Groupe n° 1 London

May 7 7 mai June 29 29 juin

Group #2							
Groupe n° 2	"	"	"	May 24	24 mai	Sept. 4	4 sept.
Group #3							
Groupe n° 3	"	"	"	May 25	25 mai	Sept. 4	4 sept.
Group #4							
Groupe n° 4	"	"	"	June 9	9 juin	Aug. 20	20 août
Group #5							
Groupe n° 5	"	"	"	June 26	26 juin	Sept. 1	1 ^{er} sept.
Group #6							
Groupe n° 6	"	"	"	July 3	3 juillet	Aug. 14	14 août
Group #7							
Groupe n° 7	"	"	"	July 7	7 juillet	Sept. 11	11 sept.
Group #8							
Groupe n° 8	"	"	"	July 8	8 juillet	Aug. 20	20 août
Group #9							
Groupe n° 9	Montréal-Paris			June 5	5 juin	Sept. 5	5 sept.

Round Trip Fares	Toronto-	Montréal-	Toronto-	Montréal-
Tarif aller-retour	London	Londres	Paris	Paris
adult -----				
adulte -----	\$345.00	\$299.00	\$381.00	\$335.00
child (2 thru' 11) -----				
enfant (2 à 11 ans) -----	\$172.50	\$149.50	\$190.50	\$167.50
infant (under 2) -----				
enfant (moins de 2 ans) -----	\$ 29.90	\$ 29.90	\$ 33.50	\$ 33.50

Charter Flights - Vols nolisés	Leaves-Départ	Returns-Retour	Fare-Tarif (per seat) (par place)
Group #1 Toronto-Londres-			
Groupe n° 1 Toronto	May 10 10 mai	Sept. 4 4 sept.	\$205.00
Group #2 Toronto-London-			
Groupe n° 2 Toronto	June 13 13 juin	July 6 6 juil.	\$193.00

There is a deadline for confirming reservations on *Charter Flights*, at which time persons become responsible for the fare(s) :

Les dates suivantes sont les dates limites des *vols nolisés* auxquelles les personnes s'engagent à acquitter le montant du tarif :

Charter #1 March 10, 1969

vol nolisé n° 1 : 10 mars 1969

Charter #2 April 13, 1969

vol nolisé n° 2 : 13 avril 1969

Members interested in taking advantage of these flights are urged to make reservations at their earliest date in order to avoid disappointment. For further information and reservations, contact Finlay Travel Limited, 160 Bloor Street East, Toronto 5, Ont. Tel.: (416) 921-5106.

Nous incitons les membres intéressés à ces vols à faire leur réservation le plus tôt possible. Le nombre de sièges est limité. Pour de plus amples renseignements ou pour réservation, veuillez communiquer avec Finlay Travel Limited, 160 est, rue Bloor, Toronto 5, Ont. Tél.: (416) 921-5106.

NOTICE OF POSITIONS VACANT *

ANNONCE DES POSTES VACANTS *

UNIVERSITY OF CALGARY. Department of Economics. It is expected that several appointments will be made, all at professorial ranks, in the Fall of 1969. Special consideration will be given to candidates in the areas of Advanced Economic Theory, Industrial Organization, Petroleum Economics. Nine-hour teaching load, competitive salaries and fringe benefits. Send *curriculum vitae* and names of three referees to Dr. H. K. Betz, Acting Head, Department of Economics, University of Calgary, Calgary, Alberta, Canada.

KING'S COLLEGE (affiliated University of Western Ontario). Departments of : *Economics; English; French; Political Science; Psychology; Sociology* invite applications for positions as Lecturer, Asst. or Associate Professor.

Department of English also requires Chairman for Department at rank of Professor or Associate Professor. Applicants must have Ph.D.; appointment July or September 1969. Address inquiries to : Dr. Owen Carrigan, Principal, King's College, London, Ontario.

UNIVERSITY OF MANITOBA. Department of Political Science and International Relations invites applications for a Lecturer, Assistant Professor or Associate Professor. The appointment will be effective July 1, 1969. Candidates should have specialized in Political Theory. Salary is open to negotiation up to \$16,000. Applications may be sent before December 15, to M. S. Donnelly, University College, 500 Dysart Road, Winnipeg, 19, Manitoba.

ROYAL MILITARY COLLEGE OF CANADA. Department of English. Applications are invited for two openings, available September 1, 1969, in a Department which teaches a full 4-year complement of courses at both the Pass and Honours level. Men with special interests in Renais-

* Institutions are charged for announcements of *Positions Vacant* at the rate of 75¢ per line or fraction thereof, with a minimum of \$3 per notice. Notices should be sent to the Editor, C.A.U.T. Bulletin, Room 603, 77 Metcalfe Street, Ottawa 4, Ontario.

* Le taux de l'annonce des postes vacants est fixé à soixante-quinze cents par ligne ou fraction de ligne; le prix minimal est de trois dollars. Veuillez adresser toute annonce au directeur du *Bulletin de l'A.C.P.U.*, 77, rue Metcalfe, bureau 603, Ottawa 4, Ontario.

sance, 18th Century, or 19th Century English literature will be preferred. Interest in teaching English to French-speaking students would be an advantage. Applicants with the Ph.D. may be appointed as Associate or Assistant Professor; with the M.A. only, as Lecturer. The 1968-69 salary ranges are : Associate Professor, \$12,750 - \$16,350; Assistant Professor, \$9,600 - \$12,750; Lecturer, \$6,600 - \$10,200. Small classes, sick leave, sabbatical leave, medical insurance and pension plans, removal allowance. Address inquiries to R. E. Watters, Head, Department of English, Royal Military College of Canada, Kingston, Ontario.

UNIVERSITY OF SASKATCHEWAN. Department of English. Vacancies for two associate professors of English, one a specialist in American literature, one a specialist in literature of the Romantic and Victorian periods. Applicants should have the Ph.D. degree, teaching experience, some publications. Salary range, \$12,800.00 - \$16,300.00. Address inquiries to D. R. Cherry, Professor and Chairman of the Department of English, University of Saskatchewan, Saskatoon, Sask.

Department of History. Specialist in Slavic history. Appointment at any level. Salary range \$10,000 - \$17,100 (minimum for full professor) according to qualifications and experience. H. Neatby, Head, Department of History, University of Saskatchewan, Saskatoon, Saskatchewan.

TRENT UNIVERSITY. Applications are invited for the following positions. *Chemistry* : associate or full professor, preferably with research interest in physical chemistry of biologically important macromolecules. Apply : Professor G. Aspinall, Chemistry Department.

French Studies : senior appointment for mature, highly respected scholar, to chair the department.

Biology : senior appointment, preferably quantitative ecologist, to chair the department.

English : senior appointment, to chair de Department of English Literature.

Applications are to be made to Dean T. E. W. Nind, except where noted. Salary and rank will be appropriate to qualifications and experience. 1968/69 minimum salaries are : Associate Professor \$12,600, Professor \$16,000. Appointments are to commence 1 July 1969. Trent University, Peterborough, Ontario.

NOTICE OF PERSONS AVAILABLE FOR APPOINTMENT **

ANNONCE DES PROFESSEURS DISPONIBLES **

Box 1. Physical Metallurgist. Male, 42, Ph.D., 14 years' experience in R & D. Background : Annealing, Work-softening, Electrical properties of aliminum alloys, post-doctoral research in thermophysical properties of refractory metals at high temperatures. Desires teaching position. Résumé on request.

Box 16. French. English university lecturer (First Class Honours B.A., Dunelm, D.Phil., Oxon.) with six years' teaching experience in the Department of French of an English university, seeks a university appointment in Canada. Special field Mediaeval Literature, but wide experience of teaching language and other periods of literature.

Box 17. English. Man, married, 44. Ph.D. Twentieth Century British Literature. Strong fields 17th Century British Lit and Romantic periods. Extensive teaching experience at university level. Publications in scholarly journals. Preferences for graduate teaching, warmer climate and urban area. Wife qualified to teach Hindi. Looking for a place where wife may be able to teach at least on a part-time basis. Available in September 1969. *See also Hindi.*

Box 18. Hindi. Woman, 39, married, no children. Holds Master's degree in Hindi with background in Linguistics. Eight years' teaching experience at the College level. Willing to accept part-time position. Husband Ph.D. in English. Available in September, 1969. (See Box 17 also.)

Box 19. Chemistry. Research Chemist, specialist in lipids, desires position in a department of Chemistry, or Biochemistry, or in related department such as Food Science or Nutrition. Approximately 48

** For fuller information write to the relevant Box No. at the C.A.U.T. National Office, Room 603, 77 Metcalfe St., Ottawa 4, Ontario. Notices of person available for appointment are carried at \$3 for 40 words and \$4 for 50 words. Notices for insertion should be sent to the C.A.U.T. National Office.

** Toute demande de renseignements doit être adressée au numéro indiqué du casier, secrétariat de l'A.C.P.U., 77, rue Metcalfe, bureau 603, Ottawa 4, Ontario.
Le taux de l'annonce est fixée à trois dollars pour quarante mots et quatre dollars pour cinquante mots. Les annonces doivent être envoyées au secrétariat de l'A.C.P.U.

research papers published. Ph.D., Organic Chemistry, Wayne State University, 1955. Postdoctoral research fellowship at University of Glasgow. Presently research group leader.

- Box 20. Economics.* Male, U.S. citizen, 34 years old, desires position teaching economics. Has M.A. in economics. Experience includes field work in N.Y.C. poverty areas, trade union staff member, and 3 years' teaching economics in U.S. colleges. Currently employed as assistant professor of economics at small U.S. college.
- Box 21. Economics.* Male, 35, Ph.D. 11 years' experience in India, U.S.A. and Canada. Presently working with Western Canadian University, seeks change. Have teaching experience in International Trade, Money & Banking, Labour Economics, Urban Economics, Consumer Economics, Public Finance, History of Economic Thought, Micro & Macro Economics, Comparative Economic Systems, Economic Development.
- Box 22. Materials Science.* Ph.D. Physical Metallurgy, male, 35, 7 years' university research and teaching experience. Publications. Available June 1969.
- Box 23. Biology.* Young biologist, Zoology B.Sc. ancillary Botany and Geology. 1st Class Honours. Ph.D. Entomology. Seeks teaching (lecturing or demonstrating) opportunities in biology (temporary or permanent).
- Box 24. Political Science.* Male, 25, single. B.A. (Hon.) Alberta. M.A. Wisconsin. Coursework for Ph.D. completed, University of Minnesota. Woodrow Wilson Fellow, 1965. Specialist in political philosophy; prepared to teach totalitarian systems and Anglo-American democracies. Article on justice accepted for publication. Canadian citizen. Available September 1969.
- Box 25. Chemistry.* Ph.D. Indian National, aged 39, seeks University/College teaching research position in Organic Chemistry or in Industry. Professional experience : 13 years' teaching & research experience in an Indian University. Postdoctoral 2 years in U.S.A. in Toxicology. Active research interest. Available January 1969.
- Box 26. Geology.* Geologist, 40, Ph.D., British, with 19 years' experience wide range mapping, mineralized areas, oil province, photogeology, geomorphology, sedimentology, publications. Seeks teaching/research position. Résumé on request.

CANADIAN ASSOCIATION OF UNIVERSITY TEACHERS

ASSOCIATION CANADIENNE DES PROFESSEURS D'UNIVERSITÉ

NEWSLETTER —

COMMUNIQUÉ —

Volume 4, Number 4
March, 1968
tome 4, numéro 4
mars 1968

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Because of their timeliness, this issue of the Newsletter is devoted entirely to the publication of Academic Positions Vacant and Academic Persons Available.

NOTICE OF POSITIONS VACANT * ANNONCE DES POSTES VACANTS *

UNIVERSITY OF ALBERTA. Department of Pharmacology. Biochemist with Ph.D. or equivalent training to work on a continuing project involving the biochemistry of smooth muscle. Interest in and experience with enzymology and lipid biochemistry would be helpful. Salary up to \$9,000 depending on qualifications. Applicants should write to Dr. E. E. Daniel, Professor and Head, Department of Pharmacology, University of Alberta, Edmonton, Alberta. Submit *curriculum vitae* and three letters of recommendation.

Department of Plant Science. Applications are invited from biochemists and plant physiologists for appointment to an Assistant Professorship in the Department of Plant Science, Faculty of Agriculture. Duties, preferably to begin July 1, include teaching, research and supervision of graduate students. Facilities are excellent for a wide variety of research interests. Salary, approximate range \$9,000 - \$11,000. Enquiries should be sent immediately

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- * Institutions are charged for announcements of *Positions Vacant* at the rate of 75¢ per line or fraction thereof, with a minimum of \$3.00 per notice. Notices should be sent to the Editor, C.A.U.T. *Bulletin*, Room 603, 77 Metcalfe St., Ottawa 4, Ontario.
 - * Le taux de l'annonce des postes vacants est fixé à soixante-quinze cents par ligne ou fraction de ligne; le prix minimal est de trois dollars. Veuillez adresser toute annonce au directeur du *Bulletin de l'A.C.P.U.*, 77, rue Metcalfe, bureau 603, Ottawa 4, Ontario.

to the Head, Department of Plant Science, University of Alberta, Edmonton, Canada.

UNIVERSITY OF BRITISH COLUMBIA. The Division of Plant Science. Position available; *Director of the Botanical Garden*; full professorship.

Assistant Professor of *Plant Pathology*; salary range \$9,500 - \$11,500; to teach one undergraduate course; graduate teaching and research. Direct enquiries and applications to the Chairman, The Division of Plant Science, University of British Columbia, Vancouver 8, B.C.

UNIVERSITY OF CALGARY. Department of Art. — The Faculty of Fine Arts invites applications for the following appointments for the academic year, 1968/69. *Artist in Residence.* — Outstanding nationally and internationally recognized painter to take up residence at the University of Calgary campuses at Calgary and the Banff School of Fine Arts. The appointee will devote most of his time to painting and a studio will be provided at both campuses. Only two advanced courses at the senior and graduate level will be taught. This is an outstanding opportunity for an internationally known painter to participate at the world renowned campuses at Banff and Calgary. Salary will be commensurate with reputation and experience at the associate or full professor level, from \$13,000 to \$18,000. *Art Historian.* — The applicant must have a record of publishing in the field of Art History with teaching experience and the best of academic qualifications. Ph.D. preferred. The appointee will be expected to teach senior and graduate courses in Art History and Criticism and to publish creatively. Preference will be given to a person with a record of professional experience. Salary will be commensurate with reputation and experience at the assistant professor or associate professor level. *Professor of Ceramics.* — Nationally known exhibitor; some teaching experience and academic degrees. The appointee will participate as a performing artist and teacher at the University campuses at Banff and Calgary. Salary will be commensurate with reputation and experience. *Drawing Instructor.* — Outstanding professional performer in the area of drawing and design, with some teaching experience. Preference will be given to a producing artist who has exhibited widely and who has a Master's degree, although wide exhibition and teaching experience will also be seriously considered. Salary will be commensurate with reputation and experience at the Instructor or Assistant Professor level from \$7,000 - \$10,000. *Professor of Painting.* — International reputation as a painter. Must have University teaching experience and degrees. The appointee will devote most of his time to teaching and painting and will be expected to exhibit widely. This is an outstanding opportunity for an internationally known painter. Salary will be commensurate with reputation and experience at the associate professor level.

The University is prepared to pay a removal grant of up to one month's salary for the persons appointed to these positions. In support of their applications, candidates should submit : 1. Placement credentials. 2. *Curriculum*

vitae. Applications should be addressed to The Dean, Faculty of Fine Arts, University of Calgary, Calgary, Alberta, Canada.

UNIVERSITY OF CALGARY. *Department of Psychology.* Applications for appointment as Assistant, Associate and Full Professors in 1968 are invited from psychologists with Ph.D. degrees in experimental psychology and specialization in any one or combination of the following areas: developmental, experimental, psychopathology, sensory processes, animal learning, human factors engineering. Master's programmes are offered by the Department in most areas, including physiological, social, aging, industrial, mental retardation. Ph.D. programmes specialize in learning, perception and experimental psychopathology. Salary schedule (1967-68): Assistants \$9,000 - \$12,450; Associates \$12,500 - \$16,550; Professors \$16,600 - open. Forward application with *curriculum vitae* and names of three referees to Dr. W. R. N. Blair, Head, Department of Psychology, University of Calgary, Calgary, Alberta, Canada.

LAURENTIAN UNIVERSITY. *Department of Mathematics.* Two positions in the rank of Associate/Assistant Professor in the fields of Algebra/Functional Analysis. Ph.D. preferred. One position in the rank of Lecturer/Assistant Professor. M.A. or Ph.D. in the field of Statistics/Numerical Analysis. Write as soon as possible to The Chairman, Department of Mathematics, Laurentian University, Sudbury, Ontario, Canada.

MCGILL UNIVERSITY. *Department of Theoretical Music.* Assistant or Associate Professor of *Musicology*. Degree: Ph.D. Publications. University Teaching experience.

Assistant or Associate Professor of *Music Education*. Degree: Doctorate in Music Education. Filed(s) of specialization: choral techniques, programmed instruction aural perception of form. Salary: \$9,600 (Asst.) or \$12,500 (Assoc.) per annum. Appointment to start on September 1st, 1968. Send application to Chairman, Department of Theoretical Music, Faculty of Music, McGill University, Montreal, P.Q.

UNIVERSITY OF MANITOBA. *Department of Actuarial Mathematics.* A senior position is open for a mathematician. The appointment will be made at the level of Professor or Associate Professor. The appointee will be expected to provide leadership in the School of Commerce. For further information please write to: E. R. Vogt, Professor and Head, Department of Actuarial Mathematics, University of Manitoba, Winnipeg 19, Manitoba.

MEMORIAL UNIVERSITY. *Registrar's Office.* Assistant Registrar — to take up duty July 1. This is an executive position carrying faculty status. The Assistant Registrar would share responsibility for the work of the Registrar's Staff, give written decisions to students about their standing under the University's regulations, effect the transfer of credits earned at other

Universities after consultation with the Departments concerned, assist in the administration of the University's examinations, supervise the fabrication of examination time-tables, consult with students generally about the various academic programmes, supervise the administration of the scholarship programmes, and generally act with members of the faculty on University Committees.

Admissions and Records Research Officer — to take up duty July 1. This post requires continuing study and review of admission procedures and standards, administration of admission tests and other admissions criteria, and analysis of students' academic performance in various categories. The work of the Records Research Officer would influence University admissions and re-admissions policies.

Applicants should hold a University degree or equivalent and have an active interest in the field of modern methods of student selection at this University and elsewhere. Salary will be commensurate with experience and qualifications. Applications for the foregoing posts should be marked "Private" and addressed to the Registrar, Memorial University, St. John's, Newfoundland, Canada — giving the usual information and the names of two referees.

UNIVERSITÉ DE MONCTON. Génie civil. Professeur en Génie civil. Doctorat ou Maîtrise avec de préférence quelques années d'expérience pratique. Spécialisation en hydraulique, structure ou mécanique des sols. L'Université de Moncton inaugure la quatrième année de Génie civil en 1968-69 et la cinquième année en 1969-70.

UNIVERSITY OF SASKATCHEWAN. College of Education. Department of Educational Administration. One Assistant or Associate Professor. The appointee will be expected to conduct classes at both undergraduate and graduate levels, to supervise graduate students, and to participate in field surveys and research projects. Desirable qualifications include an advanced degree, preferably at the doctoral level, in Educational Administration; successful teaching experience; and experience as a supervisor. Applications should be directed to Dr. M. P. Toombs, Head, Department of Educational Administration, College of Education, University of Saskatchewan, Saskatoon, Saskatchewan, Canada.

Department of Curriculum Studies. One Assistant Professor in *Mathematics Education*. The appointee will be expected to conduct classes in the teaching of his particular discipline and in curriculum development at both elementary and secondary levels. Desirable qualifications include an advanced degree, based on a sound foundation in the discipline, and successful teaching experience in the elementary or secondary schools. One Assistant Professor in *Kindergarten-Primary Education*. The appointee must have had extensive training and successful experience in the teaching of children from five to eight years of age. She must understand the philosophy and practices of the ungraded school system in which her students will probably teach. An Institute for Child Guidance and Development within the College offers the opportunity

to pursue appropriate research interests. Applications should be directed to Dr. J. R. Bryner, Head, Department of Curriculum Studies, College of Education, University of Saskatchewan, Saskatoon, Saskatchewan.

Department of Educational Psychology. One Assistant Professor. The appointee will be expected to teach undergraduate and graduate classes in Educational Psychology and to supervise the work of graduate students. Desirable qualifications include an advanced degree and successful teaching experience. Applications should be directed to Professor S. Clark, Head, Department of Educational Psychology, College of Education, University of Saskatchewan, Saskatoon, Saskatchewan, Canada.

Continuing Education. One Assistant or Associate Professor. The primary responsibilities of this appointee would be the teaching of undergraduate or graduate classes appropriate to his interests, the supervision of candidates for the Master of Continuing Education Degree, and the conduct of research in his area. Desirable qualifications include an advanced degree in Adult Education or Extension at the doctoral level, preferably with a major in Sociology, Psychology, or Economics. Applications should be directed to Dr. W. B. Whale, Acting Chairman, Continuing Education Program, College of Education, University of Saskatchewan, Saskatoon, Saskatchewan, Canada.

Department of Special Education and the Institute for Child Guidance and Development. One Assistant or Associate Professor in *Pre-School Education*. Facilities for an Institute for Child Guidance and Development will be provided in the new College of Education Building. Some staff appointments will be made prior to anticipated occupancy in 1970, in order that a program may be in operation by the time the facilities are ready. One of these appointments will be that of a specialist in early childhood education, who will eventually be head of the Nursery School. Training and experience with children from infancy through the early years of school would be desirable, with emphasis upon the pre-school period. It is likely that the appointee will hold a joint appointment in the Department of Educational Psychology or in the Department of Curriculum Studies and will be asked to teach classes in developmental psychology and in kindergarten methods. Teaching responsibilities would be reduced as administrative responsibilities are increased when the Nursery School comes into operation. One Assistant Professor in *Psychometrics*. Eventually, most of this appointee's work will be in the Institute for Child Guidance and Development. He would, however, hold a joint appointment in the Department of Educational Psychology, and for the next two years would be expected to carry almost a full teaching load in that Department. Teaching responsibilities would be reduced with the opening of the Institute, but some teaching would still be expected in addition to clinical and research responsibilities in the Institute. One Assistant Professor with Particular Competence in the *Treatment of Speech Disabilities* and in the *Teaching of Language and Other School Subjects to the Deaf*. The appointee would be expected to undertake research and to do clinical work in the Institute for Child Guidance and Development and to teach some classes in the Department of Special Education or in the Department of Curriculum

Studies. Teaching responsibilities would be reduced as clinical and administrative responsibilities are expanded with the opening of the Institute.

One Assistant Professor with Special Competence in the *Teaching of Speech, Speech Reading, and Language to Deaf Children*. Desirable qualifications include an advanced degree, preferably at the doctoral level, and successful experience in the teaching of deaf children. The appointee would be expected to teach undergraduate classes and to conduct survey and research studies. Some responsibilities are also envisaged in connection with the Institute for Child Guidance and Development, for which facilities will be available in 1970.

One Lecturer in *Speech Education*. This position is primarily associated with the need for speech improvement on the part of the beginning teacher. It involves the teaching of a non-credit class to students seeking initial certification, the teaching of an undergraduate credit class on speech improvement for the classroom teacher, and the teaching of classes in phonetics and in the oral interpretation of literature. Applications should be directed to Dean J. B. Kirkpatrick, College of Education, University of Saskatchewan, Saskatoon, Saskatchewan, Canada.

Department of Educational Foundations. One Assistant Professor in the *History of Education*. The appointee will be expected to conduct undergraduate and graduate classes in the History of Education and to undertake research in the History of Canadian Education. He would also have the responsibility of supervising graduate students in his area. Applications should be directed to Dr. D. J. Dyke, Head, Department of Educational Foundations, College of Education, University of Saskatchewan, Saskatoon, Saskatchewan, Canada.

General Information

The 1967-68 salary schedule is as follows :

<i>Rank</i>	<i>Minimum</i>	<i>Maximum</i>
Instructor	\$ 6,400	\$ 8,400
Lecturer	6,800	9,200
Assistant Professor	8,700	11,700
Associate Professor	12,200	15,500
Professor	16,000	No maximum

It is anticipated that there will be some upward adjustment of these salaries for 1968-69. In addition to the basic salary, a staff member who teaches at Intersession (six weeks in May-June) or at Summer School (six weeks in July-August) receives a stipend of \$1,500. Candidates should submit in support of their applications: (a) A transcript of university training; (b) A *curriculum vitae*; (c) A recent photograph; (d) The names of three referees, who should be persons well acquainted with the candidate's work as a student and as a teacher; (e) A statement of certification, teaching

experience, and related experience; (f) When possible, a university placement bureau dossier. Applications should be directed to: The appropriate Department Head, or, where no Department Head is listed — Dean J. B. Kirkpatrick, College of Education, University of Saskatchewan, Saskatoon, Saskatchewan, Canada.

UNIVERSITY OF SASKATCHEWAN. Department of Dairy Science. Applications are invited for a new staff position in *Food Microbiology*. Duties will include the teaching of undergraduate and graduate students and responsibility for initiating and conducting research in this area. Applicants must have or be completing a Ph.D. degree. Appointment will be made at the rank of Assistant Professor, current (1967-68) salary minimum: \$8,700. Address inquiries and applications, including *curriculum vitae* and the names of three referees, to Dr. D. L. Gibson, Head, Department of Dairy Science, University of Saskatchewan, Saskatoon, Sask.

SIR GEORGE WILLIAMS UNIVERSITY. Computer Center. Full, Associate, and Assistant Professors in Computer Science or related fields required to develop and staff an undergraduate program in Computer Science. Great potential in a rapidly expanding department with a growing university. Individual research encouraged. Computers available include IBM 1620; large scale CDC 3300 with 65k words core operating under MASTER operating system with remote terminals and time sharing. Salary and full fringe benefits commensurate with experience. Apply Graham Martin, Director, Computer Center, Sir George Williams University, Montreal, Quebec.

UNIVERSITY OF TORONTO. Faculty of Applied Science and Engineering. Applications are invited for senior positions (Professor or Associate Professor) in the recently established *Materials Science Group* in the Faculty of Applied Science and Engineering. The research work in progress by the present staff and graduate students concerns the synthesis of materials or the study of their mechanical, electrical, chemical, or structural properties. Areas of study: Composite Structural Materials: Mechanics of Solids and Fluids: Solid State Physics: Polymer Physics and Chemistry: Metallurgy: Ceramics. Applications or inquiries should be sent to Dean W. F. Graydon, Chairman, Materials and Science Advisory Committee, Faculty of Applied Science and Engineering, University of Toronto, Toronto, Canada.

UNIVERSITY OF VICTORIA. Division of Art & Art History. Instructor required for basic design, with special interest and aptitude in at least one advanced area (Sculpture and ceramics preferred). Salary \$7,500 per annum. Applicants should be familiar with modern techniques, and will be required to teach in the new Studio/Visual Arts program, to be established in September 1968, leading to the B.F.A. degree. Letters of applications with *curriculum vitae* to Chairman, Division of Art & Art History, School of Fine Arts, University of Victoria, Victoria, B.C., Canada.

UNIVERSITY OF WESTERN ONTARIO, London, Canada. Assistant Professor of *History of Education* required to lecture in Canadian educational history or related field. Duties to commence September 1, 1968. Favourable teaching load, research facilities, remuneration, and a close working arrangement with history department in faculty of arts. Candidate should have a background in history, and be familiar with historical and contemporary developments in Canadian education. Enquiries to : Robert M. Stamp, Chairman, History of Education Appointments Committee, Althouse College of Education, University of Western Ontario, London, Canada.

UNIVERSITY OF WINDSOR. Registrar. — The University has an opening for a Registrar. Salary to be commensurate with qualifications and experience. Apply to : Dr. F. A. DeMarco, Vice-President, University of Windsor, Windsor, Ontario.

Industrial Engineering. — An Industrial Engineering section has been given departmental status. New staff are required, including a Department Head. Present research activities are in the Human Factors area. In addition to teaching and research, opportunities are available for consulting. Rank and salary are open and will depend on qualifications. A Ph.D. is desirable. Reply to Dr. J. G. Parr, Dean, Faculty of Applied Science, University of Windsor, Windsor, Ontario, Canada.

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NOTICE OF PERSONS AVAILABLE FOR APPOINTMENT **

ANNONCE DES PROFESSEURS DISPONIBLES **

Box 34. German Language and Literature. Graduate University of Freiburg (Germany). Native German. Male, 31, married. Teaching experience : Germany, England (University of Hull). Recommended for present position as acting Head of German Department at a Canadian University by German Academic Exchange Service. Available summer 1968.

** For fuller information write to the relevant Box No. at the C.A.U.T. National Office, Room 603, 77 Metcalfe St., Ottawa 4, Ontario. Notices of person available for appointment are carried at \$3.00 for 40 words and \$4.00 for 50 words. Notices for insertion should be sent to the C.A.U.T. National Office.

** Toute demande de renseignements doit être adressée au numéro indiqué du casier, secrétariat de l'A.C.P.U., 77, rue Metcalfe, bureau 603, Ottawa 4, Ontario.

Le taux de l'annonce est fixé à trois dollars pour quarante mots et quatre dollars pour cinquante mots. Les annonces doivent être envoyées au secrétariat de l'A.C.P.U.

- Box 35. *History and Philosophy of Education.*** American doctoral degree candidate in History and Philosophy of Education seeks teaching position at small college or university, September, 1968. NDEA Fellow. Member education and sociology honorary societies. High school, military, and some college teaching experience.
- Box 36. *Zoology.*** B.Sc. Honours, M.S., Ph.D. Major, Zoology. Teaching and research in Canada, South Africa and India, 1957-1967. Desires college or university teaching appointment.
- Box 59. *Music.*** Artist-Teacher, Choral Director, Pianist, Organist. Background equivalent to earned Doctorate in Music with emphasis in Performance (Voice). Fifteen years' teaching and administrative experience having served as Assistant Professor and Full Professor with title "Director of Music", "Artist-in-residence", filled posts as Chairman, Voice Department, family man, Founder-Director of well-established Choral Organizations, conducted classes in Oratorio, Opera, Madrigals, Song Literature, Classes in Vocal Techniques, etc. Will relocate anywhere. Salary, rank open. Available now.
- Box 60. *Mathematics.*** Male. Working towards Ph.D. degree in Statistics at the University of Chicago. Expected to complete research work by June 1968. Experience: Statistician in charge of the Statistics Department of the Rubber Board, India. Work consisted of data processing and data analysis. Since June 1965 associated with a research centre in Chicago as Statistician. Interested in basic research in mathematical or applied statistics, data processing and data analysis.
- Box 65. *Social Administration.*** Canadian male, 30, London School of Economics Ph.D. candidate, seeks teaching and research position to do with social services and urban affairs. Special interest in economics and sociology of housing.
- Box 66. *Education.*** College position. Summer school 1968. M.A. Degree in education plus additional 90 semester graduate hours. Reading specialist, teachers' education, and psychology (certified school psychologist). Also interested in a position for 1968-69 school year where there is opportunity to obtain Ed.D. Experience at elementary and college level. References and credentials to interested persons.
- Box 67. *Physicist*** — M.Sc., Ph.D., seeks teaching position in University as a physicist or physical chemist. Several years' postdoctoral experience in different fields: molecular beams, thermodynamic and transport properties, intermolecular forces, high temperature and high pressure properties, etc.

- Box 68. Education.* Indian teacher of English, aged 45 years, educated in the Universities of Patna, Columbia, Harvard and Oxford, with 15 years' experience of teaching at the rank of Professor specializing in the theory and practice of Criticism and Contemporary British and American Literature. Seeks a post in any University or College.
- Box 69. Education. English literature and language.* Ph.D. (Genoa University, foreign languages, specialization Renaissance English, doctoral thesis on More's Utopia), B.A. (London University, general). Since 1962 assistant professor in English, Genoa University. Doing research work in Old English. Seeks academic position in Canada.
- Box 70. Education.* Italian and/or Spanish literature and language. Ph.D. foreign languages (Genoa University), B.A. (London University). Born Buenos Aires; long stay in Italy. Teaching experience in foreign language field. Currently assistant professor, Genoa University. Seeking academic position in Canada.
- Case 71. Docteur en sciences —* Belge, 40 ans: docteur en chimie, agrégé de l'enseignement moyen du degré supérieur, licencié spécial en organisation et en gestion des institutions hospitalières et médico-sociales ayant assumé d'importantes fonctions de direction dans l'industrie chimique; membre de la Société Chimique de Belgique et de l'American Chemical Society.
- Box 72. Plant Pathology & Botany:* Male, 31, married, Ph.D. from major U.S. University. With postdoctoral research experience and several publications. Desires teaching and/or research position in Canadian University or College.
- Box 73. Philosophy.* Spaniard 37, Ph.D. Philosophy, M.Sc. (Econ.) (Madrid/Barcelona), excellent English, good knowledge French, German, Latin — many years' teaching experience in Spain and England. Seeks teaching post in Philosophy or related subjects in Canadian University. Good references.
- Box 74. Education.* Dynamic, energetic man of 41 interested in a teaching position. Areas of specialization — Educational Administration, Secondary Education, Comparative Education, etc. Ph.D. Midwestern University. Extensive teaching experience at secondary level. Undergraduate education in Pakistan.
- Box 75. Modern Languages and Literature.* Tenured associate professor wishes to emigrate to Canada. Spanish, German and World Literature. Sixteen years' undergraduate experience; fourteen graduate. Books, articles, translations, etc. Active MLA. Extended European

residence. Distinguished teaching and university service. Administrative experience. Available also for full or part-time administration. Small or large institution. Married, four children.

Box 76. Economics. Male, 35, Ph.D. Excellent background. Ten years' experience in India, U.S.A. and Canada with excellent international publication record. Presently employed at a small Canadian university. Specialized in Money & Banking, International Trade, Economic Development, History of Economic Thought, Comparative Systems and Consumer Economics.

Box 77. History. Young, mature, Ph.D., 9 years' college teaching experience in American History, Modern Europe, and International Relations, various major book publications, administrative experience and excellent references; looking forward to change of position.

Box 78. Botany. M.Sc., Fil.Lic. (equivalent to Ph.D.), Stockholm University, in Botany (Physiological). Publications on inorganic nutrition. Seeks full-time college teaching/research position.

Box 79. Audio Visual Administrator and Training Officer. For industry or education, available May 1. B.Ed. Teaching experience. Extensive knowledge of audio visual services and administration for university or other large size operations. Relocate metropolitan Toronto or Montréal areas. Résumé available.

Box 80. German, International Relations, History. Male, Ph.D. candidate in Political Science, U.S.A., with extensive teaching experience in above fields in the U.S.A. and abroad, would like to teach and earn Ph.D. in Canada. Good working knowledge of French.

Box 81. History. Professor of late medieval and early modern history, specializing in the political and economic relations between England and Central and Eastern Europe: Ph.D. Lublin, Catholic University, 1949, with 20 years' teaching experience at the universities. Thirty-six published papers and six books on history of the Baltic region, Anglo-Baltic relations, N. Copernicus and his environment, social philosophy in medieval and early modern Europe. Male, 46, married, 2 children, 2 years studies at the Institute of Historical Research, University of London.

Box 82. Linguistics and/or Russian Language. Male, married, B.A. Hons. Russian language (U.B.C.), M.A. Russian linguistics (Simon Fraser). Teaching experience: 2 years' Russian language, 1 year English linguistics, plus tutoring and translation work in Russian, French, German, Polish. Interested in teaching languages and/or linguistics at a Canadian university.

Box 83. Food Chemist. M.A. (U. of Toronto). Male, 28, American, married. Experience : Lecturer, U. of Toronto (3 years). Courses of instruction included elementary and advanced food chemistry and some bio-chemistry and nutrition. Interested in Teaching/Research position and/or administration.

Box 84. Agr. Economics. Ph.D. Berkeley, California, 1966. Thesis in Econometrics. Fields : Econometrics, Mathematical Programming, Industrial Organization, Micro-Economic Theory, Price Analysis. New interest in Economic Development and Planning. American teaching experience, would do research and teach, within Economics Dept. Bilingual English-French (French native tongue, and education up to M.S. degree in Paris, Ingénieur I.N.A. 1962). Available immediately. Now in Europe, can arrange for interviews in Canada in May.

Box 85. English. Ph.D. candidate in American Literature, male. Age 26. Single. Three years university teaching experience. Available Sept. 1, 1968.

